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A COMPREHENSIVE STUDY OF SCHOOL ENROLLMENT IN  
SCHOOL AND OUT-OF-SCHOOL CHILDREN  
IN THE UNITED STATES

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## INTRODUCTION

During the past four decades or so, the country has witnessed a phenomenal growth in the quantitative expansion of educational facilities at all levels. While this could offer some solace at the elementary stage, at the secondary and higher secondary stages of education, however, mere increase in number of schools cannot be considered as enough. This is because qualitative improvement is not just necessary but of paramount importance at these levels in terms of the appropriateness of school buildings, adequacy of space for instructional purposes, availability of suitably equipped library, stores, laboratories and other stores, of drinking water and toilet facilities, etc.

The present study is an attempt at examining the secondary and higher secondary school buildings of the four States, viz. Bihar, Jharkhand, Madhya Pradesh and Karnataka in the context of the aforesaid facilities. These have been discussed separately for each State with reference to rural and urban setting and also the schools of different types and managements.

I am thankful to Sri J.C. Mittal and Shri Lashpendra Kumar of the Department who have taken great pains in the collection, compilation and analysis of information and its presentation in this report. I should also not forget to express my sincere thanks to Prof.K.N. Hiriyanniah (who has since retired) for his guidance in planning and executing the study. We are

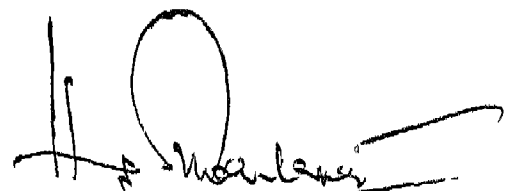


(12)

It is referred to the members of the Advisory Committee, particularly Mr. J. S. Datta, Executive Member, Knowledge Management Department, for their technical advice as and when required of him. The Project Incharge of the Institute is the backbone of this study and their contribution does deserve to be gratefully acknowledged. Mr. B. S. Datta and Mrs. Aridula Datta who have helped the report have also secured the cooperation of the staff of the Institute for their valuable and valuable work.

It is hoped that the report will be found to be of relevance and use by educational planners and administrators, and to all others engaged in tasks of educational reconstruction.

Date : 2.1.1990.



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INTRODUCTION

During the last quarter of this century, there has been a phenomenal expansion in the field of education quantitatively. But this has not been followed up by providing proper physical facilities needed to attract and retain children in schools and providing better academic atmosphere for the higher classes students in schools through well equipped laboratories, good libraries and required teaching aids of quality, etc. Even in the Five Year Plans, great emphasis has been laid upon the quantitative expansion resulting in opening of new schools and increase in enrolment at one end, but this increase has not kept pace with the increase in school buildings and other facilities in them at the other end. Also in the past it has been felt that buildings and other facilities available are better in urban schools than rural ones, which may be true to some extent, but needed to be investigated and proved. About buildings of secondary and higher secondary schools it is observed that, as per Fourth All-India Educational Survey (date of reference 30.9.1973), of the 36,675 secondary schools in the country 91.71% were running in either pukka or partly pukka buildings, but there were 221 schools functioning in open space and 25 in tents too. The condition of higher secondary schools was a little better as 98.68% were running in pukka or partly pukka buildings but even here 22 and 9 schools were functioning in open space and tents respectively.

Further, 69.91% secondary and 70.30% higher secondary schools did not have sufficient number of rooms. At this stage it is expected that schools should not only have



adequate number of rooms for teachings, but also should have subject rooms like science room, arts and crafts room, geography room, music room, etc. and well equipped laboratories and separate libraries. Therefore, in order to assess the position it was decided to undertake the following study; 'An Intensive Study of School Buildings in Secondary and Higher Secondary Schools in four selected States on Sample Basis.' The study was initiated in 1985 and an advisory committee was formed to give their expert advice and guidance in the preparation of tools, (Appendix-1).

#### Objectives of the Study

Though lot of data have been collected about school buildings in all the four All-India Educational Surveys completed at the time of initiating this study, yet their scope was very limited, all surveys being census surveys. These surveys have not probed indepth on the quality of school buildings, regarding their suitability for class-room instructions or for other purposes like co-curricular activities, availability of suitable play grounds, and availability and usage of Hostel facility in schools, etc. The present study was under taken by the Department with the following objectives :

- a) To study the general conditions of secondary/higher secondary school buildings;
- b) To study indepth the quality of school buildings regarding their suitability for educational and other co-curricular purposes;
- c) To study the hygienic conditions of schools buildings; and
- d) To study their expansion potential. .

‘

### Scope of the Study

The study covers four selected States, one each from northern, eastern, central and southern parts of the country, viz. Himachal Pradesh, Bihar, Madhya Pradesh and Karnataka. The states have been divided into different regions as per their geographical conditions, (Appendix-2). Bihar has been divided into three regions, Southern, Northern and Central, and two districts, viz. Hazari Bagh and Patna, West Champaran & Janakpur, and Gaya & Bhagalpur, from each of the above regions respectively were selected. Further, Himachal Pradesh has been treated as a single region and two districts, Solan and Mandi were selected. Karnataka has been divided into four regions viz. Coastal & Ghats, Inland Eastern, Inland Southern and Inland Northern; and one district from each of these regions, viz. Uttara Kannada, Shimoga, Mysore and Bellary was selected respectively. From Madhya Pradesh, seven districts, Jubbulpur, Bilaspur, Jabalpur, Bhopal, Indore, Gwalior and Ujjain were selected from the seven regions of the state respectively. Thus the study covers 19 districts of the above four states giving due representation to all available regions of these states.

### Schools Covered in the Study

At the initial stage it was planned to cover 5% of secondary and higher secondary schools taken together in each state for 'general study' as first phase. Further, 'In-depth Study' of 10% schools amongst the selected schools for general study was to be done as second phase. It was planned that the members of the faculty will personally visit each school selected for 'In-depth Study' for on the spot verification of the facts about school buildings and other physical facilities available in the schools. When the study was in progress, the Department had to undertake





'Fifth All India Educational Survey' at the instance of Ministry of Human Resource Development, Govt. of India. Therefore, it became very difficult for faculty members to visit the schools for 'in-depth study' and finally this part was dropped with the due approval of the Competent Authority.

In the 'General Study' in all 534 schools, drawn from 19 districts of four states, have been covered and this number is about 5% of the total secondary and higher secondary schools in these states. Also it may be mentioned that from Himachal Pradesh all the higher secondary schools of two selected districts have been covered along with 5% secondary schools. Of the 534 schools covered, 165, 52, 132 and 155 schools belonged to Bihar, Himachal Pradesh, Karnataka and Madhya Pradesh, respectively.

While selecting the schools due weightage has been given to Management, Area and Type of the schools. Efforts have been made to select schools proportionately from rural and urban areas; from four managements—Government, Local Body, Private Aided and Private Unaided; and from Boys, Girls and Co-educational schools. But at the time of analysis of data the four managements were clubbed into two only, one comprising of Government and Local Body and other of Private Aided and Private Unaided schools. Thus it can be concluded that at all stages, while selecting the schools, efforts have been made to give due representation to all types of schools mentioned above by using stratified random sampling technique.

#### Tools for Data Collection

A questionnaire, constituted the main tool of data collection. It was prepared by the academic members working



on the project. This was further discussed with other academic staff of the Department working on Survey side and it was modified in the light of discussions. As originally planned this questionnaire was further discussed with the experts of C.B.S.I. at Roorkhee, and their suggestions were incorporated. At this stage it was thought fit to call a meeting of the advisory committee to discuss the questionnaire for further improvement. Accordingly, the committee of experts met on 1.10.1985 in the Council and discussed the questionnaire ~~thru~~ through. The recommendations of the committee appear in Appendix-3.

Acting on the advice of the committee, the questionnaire was suitably modified. As regards try-out of the same, practically it became difficult to do the exercise near Roorkhee, as recommended by the Committee; and finally it was tried out in few rural and urban schools of different managements and type in Haryana. After try-out, it was felt that few items have not been properly replied by the respondents. The difficulties faced during try-out were discussed in the Department and also conveyed to the experts of the Committee, suggesting suitable modifications or non-working items. The experts of C.B.S.I. Roorkhee, Mr.V.K.Mather and Mr. N.K. Goel, and Mr. A.K. Saxena of Kendriya Vidyalaya Sangathan, gave their suggestions and after incorporating the same the final questionnaire for general study was prepared, (Appendix-4). Also 'Guidelines for Tabulation of Data' were developed by the faculty members, (Appendix-5). Another questionnaire for 'Indepth study' of the school buildings was also prepared in consultation with Mr.A.K. Saxena of A.V.S., New Delhi who provided the necessary definitions and clarifications for the technical terms used in the same. But later on this part of the study was dropped.



However, this questionnaire is given as Appendix-6, for use and guidance in future.

Organisation of the Study :

The States were requested to nominate a 'Project Officer' from amongst its Deputy Directors, to look after the project work in addition to his normal duties. In Bihar, Himachal Pradesh and Karnataka, Sri S.P. Singh, Deputy Director, Shri S.L. Chowel, Joint Director and Smt. K.S. Indira, D.D.I.I. respectively were appointed as 'Project Officers'. But in Madhya Pradesh though an officer was nominated, the person concerned refused to accept the assignment, and finally the Commissioner expressed his inability to appoint any other officer for this job. Later on, the work was entrusted to Dr.A.L. Latburia, Field Adviser, NCMEF, Bhopal, with the approval of the Joint Director, NCMEF.

Further a provision was made to appoint a Project Fellow to assist the Project Officer in these states for collection of data, its scrutiny and tabulation. The term of Project fellow was sanctioned for six months in all states except Himachal Pradesh where it was for three months only. In Madhya Pradesh a project fellow was appointed but the other three states expressed inability to appoint a qualified person for such a short duration. Later on, these states were allowed on their request to use the services of other regular staff for the purpose, on payment ~~basis~~ basis as the work was to be done in addition to their normal duties.

The questionnaires in English language along with instructions for filling them (in cyclostyled form) were



supplied from here in the sufficient numbers to these states, which were to be mailed by the Project Officers to the selected schools. The Project Fellow visited the defaulting schools, which did not reply even after reminders. The faculty members visited the respective states time to time to provide on the spot guidance to the concerned staff for selection of schools, collection of data, scrutiny of questionnaires and tabulation of data. The analysis plan alongwith scrutiny checks were developed by the faculty members working on the study.

#### Aspects Covered under the Study

The study being one on the sample basis, it was thought desirable to cover all important aspects of school buildings. Further, it was planned to study indepth the quality of school buildings in the second phase, which could not be done due to unavoidable circumstances. In the 'General Study' the following aspects have been covered:

- i) Land and Covered Area in Schools
- ii) Type of Boundaries of School Campuses
- iii) Approach Roads, Internal Levelling and Drainage System in Schools
- iv) Site and Catchment Area of Schools
- v) Type of School Buildings
- vi) Material used in School Buildings
- vii) Light, Ventilation and other Fittings in Schools
- viii) Ownership, Original Purpose of construction and adequacy of School Buildings
- ix) Science Laboratories, Subject Rooms and other Accommodation in Schools





- x) Drinking Water & Toilet Facilities in Schools
- xi) Playground in Schools
- xii) Canteen and Cycle Stand Facility in Schools
- xiii) Hostel Facility in Schools
- xiv) Maintenance of School Buildings

The statewide position of school buildings on various aspects covered in the study as mentioned above has been discussed in the subsequent chapters.



## CHAPTER - 2

### B I H A R

#### 2.1 Schools in the Sample

In all a sample of 165 Secondary and Higher Secondary Schools constituting about 5% of their total number in the state was selected. In order to give proper representation to area of location, management, etc., the sample of schools was drawn by adopting stratified random sampling procedure, as mentioned in Chapter I. The distribution of schools belonging to rural and urban areas, different management and their type is summarised in Table. 1.

As most of the schools are run by government, management wise comparison has not been possible while rural-urban comparison has been attempted on some important aspects in the preceeding paragraphs. Further, discussion is based on only two groups of management, Government (which includes Local Body) and Private (which includes Private Aided & Unaided) Schools.

#### 2.2 Land and Covered Area in Schools

##### 2.2.1 Campus Area:

##### (a) Secondary Schools:

Majority of Schools in rural as well as in urban areas have enough land with them. Of the 128 rural secondary schools, 3.90%, 2.34% and 1.4% have 1001 to 2500, 2501 to 5000 and 5001 to 7500 sq. mtrs. land with them respectively. Further each of the 3.12% schools have 7501 to 10000<sup>and 10001</sup> to 15000 sq. mtrs. land and 6.24% schools have between 15000



to 20000 Sq. mtrs. land with them respectively. The remaining 79.7% schools have more than 20,000 sq. mtrs. land with each of them respectively. Among the 29 urban secondary schools, about 52% schools have more than 20,000 Sq. mtrs. land with each of them.

(b) Higher Secondary Schools :

The only rural higher secondary school possess more than 50,000 sq. mtrs. land, and of the seven urban higher secondary schools one has between 10,000 to 15,000 sq. mtrs. land while each of the remaining 6 schools possesses more than 20,000 sq. mtrs. land as evident from Table 2.

As there is enough land in schools, per child availability of land is also on higher side as 90% of the rural government secondary and 100% private schools have more than 25 sq. mtrs. land per child while this percentage is 62 in urban government secondary schools. Thus it is concluded that most of the schools covered under study have enough land with them (table 3).

2.2.2 Covered Area in Schools:

(a) Secondary Schools:

Though majority of schools have enough land in them but from covered area point-of-view it is observed that the schools are handicapped. This is evident from the fact that about 90% rural and 76% urban government schools respectively have less than 2 area covered by building on ground floor. Thus in all, about 87.7% secondary schools have less than 25%



area covered by building on ground floor, 9.6% have 25% to less than 50% and 2.6% schools have more than 50% covered area by building on ground floor.

(b) Higher Secondary Schools:

Among the 8 higher Secondary schools, 7(87.5%) have less than 25% and the remaining one school has 25% to less than 50% covered area by building on ground floor.

As regard class room per child covered area, 26.6%, 41.4%, 22.7% and 9.3% rural secondary schools have less than 0.50 Sq. mtrs., between 0.50 to less than 0.75 Sq. mtrs., 0.75 to less than 1.00 Sq. mtrs. and 1.00 Sq. mtrs. or more area in each of them respectively. In the only rural higher secondary school class room per child covered area is less than 0.50 sq. mtrs.

The schools in urban areas are not better than rural ones in respect of availability of class room per child covered area. As, of the 36 such schools, 30.5%, 52.8%, 13.9% and 2.8% schools have less than 0.50 Sq. mtrs., 0.50 to less than 0.75 sq. mtrs., 0.75 to less than 1.00 Sq. mtrs. and between 1 to less than 1.25 sq. mtrs. per child class room covered area in them respectively, as evident from table 5. Thus it is concluded that though most of the schools possess enough land but they have very limited covered area in them. Efforts should be made by the State Government to provide additional covered area in the schools in a phased manner.





### 2.2.3 School Boundaries:

#### (a) Secondary Schools:

Regarding boundaries of schools campuses, the condition is not satisfactory. This may be due to the fact that vast land is available in schools. Among the rural government secondary schools, 44% do not have any demarcation of their boundaries and 15% have pucca walls on all sides while another 3% have barbed wires or hedge in all sides of their campus. Further, 12% schools have their sides covered partly by pucca wall and partly by barbed wires/hedge, 10% have few sides totally uncovered and in remaining 16% though boundaries have been demarcated, but they are totally uncovered. Of the two rural private secondary schools, one has pucca walls on all sides while in another all sides are covered either by pucca walls or by barbed wires/hedge. Among the 29 urban secondary government schools, 20.6% have no demarcation of boundaries at all, 44.8% have pucca walls on all sides, 3.5% i.e. one school has some provision on all sides, 13.8% have the facility in few sides only and remaining 17.2% schools do not have any provision and their boundaries are totally uncovered.

#### (b) Higher Secondary Schools:

Of the eight higher secondary schools, the one in rural has few open sides but all the seven of urban area have their boundaries covered either



by pucca walls/barbed wires or by hedge in all sides.

Thus it is concluded that as regards boundaries of schools, the condition is more or less same as of secondary/higher secondary schools in rural and urban areas respectively.

2.3 Approach Roads, Internal Levelling and Drainage System in Schools:

2.3.1 Approach Roads:

About 59% rural secondary schools have metalled approach roads to their campuses while this percentage is 91 in urban schools. In 41% rural schools though unmetalled approach roads to the campuses are available, but in 60% among these, water stagnates during rainy season and students alongwith teachers might be facing difficulty to reach schools respectively. Further, all the eight higher secondary schools, 1 in rural and 7 in urban, have metalled approach roads leading to their campuses (Table 7).

Efforts should be made to make approach roads metalled, especially in the schools where water stagnates during rainy season.

2.3.2 Internal Levelling and Drainage System in Schools:

(a) Secondary Schools:

As regards internal levelling and drainage system in secondary schools, the condition is not satisfactory both in rural as well urban schools. This is evident from the fact that 79(61.7%) rural secondary schools do not have adequate drainage system and in 48(60.7%) <sup>of these, the Campus is not</sup> ~~rural secondary schools do~~



properly levelled as water stagnates in them during rainy season. Of the 29 urban secondary schools, 62%(13) do not have adequate drainage system and 8(44%) of these schools even do not have properly levelled campus as water stagnates in their Campuses too, during rainy season.

(b) Higher Secondary Schools

The only rural higher secondary school has adequate drainage system while this is available in only 28.6% (2 out of 7) such urban schools. Further it is interesting to mention that even in 60% (3 out of 5) urban higher secondary schools water stagnates in the school premises during the rainy season.

In totality, of the 157 secondary schools only 60(38%) have adequate drainage system while this percentage is 37.5 in higher secondary schools. Among 97 secondary schools without adequate drainage system, 56(58%) lack in proper levelling of their premises also, as water stagnates in them during rainy season, while this percentage is 60 in higher secondary schools (Table 7).

Thus it is concluded that a good number of schools lack drainage system and proper levelling of their premises. As most of schools are run by government, efforts should be made by the State to improve the campus of affected schools properly so that water does not stagnate during rainy season, which might be creating health problems too, for the students and teachers.



2.4 Schools Site and their Catchment Area:

2.4.1 (a) Schools in rural areas are located in better environment than the schools in urban areas, as only 11%, 10% and 8% rural schools are affected by heavy traffic, noisy environment and noxious pollutants from adjoining industries while this percentage is 31, 19 and 19 respectively in urban schools. Looking at the location of schools in relation to community, only 11(8%) in rural and 1 out of 36 schools in urban are not located properly as reported by the Heads of those institutions (Table 8)

(b) All the schools in rural as well in urban areas have sufficient space for morning assembly and each one is running in one campus only. 41 secondary (including 9 of urban areas) and 2 higher secondary schools of urban have reported that their campuses have not been developed in a planned manner, table 9. Due to this reason only, it seems that water stagnates in campuses of many schools during rainy season. Proper efforts should be made to improve the campuses of affected schools to avoid such problems.

2.5 Construction Details of School Buildings:

2.5.1 Type of Buildings in Schools:

Both the private and 69(44.5%) of the 155 government secondary schools have pucca buildings. The remaining 55.5% government schools are running in thatched huts and/or Kachcha buildings, while all the eight higher secondary schools have





pucca buildings. Thus in all 79(48%) schools have pucca buildings of which 54(68%) and 25(32%) belong to rural and urban areas respectively (Table 10). Further it is observed that 74% Secondary school buildings were constructed upto 1970 (or before) while this percentage is 100 in higher secondary schools (T/11).

2.5.2 Expansion Potential in Schools: In rural schools having pucca buildings, 87% have both extra land and potentiality of construction on upper storey, 11% possess extra land but without potentiality of construction on upper storey and remaining one school (2%) has no extra land but possess the potentiality of construction on upper storey. Further, among the 25 urban schools with pucca buildings 96% have one or both the above facility and in only 1(4%) school either of the above facility is not available (Table 12). From above it can be easily concluded that majority of schools have both-extra land as well potentiality of construction on upper storey.

2.5.3 Material used in School Buildings: Efforts have been made to know the construction details of pucca buildings in schools, such as material used in walls, roofs and floors of rooms, etc. There are universal/traditional ways of construction, but few schools have reported some diversion from these traditions.



In all the schools have pukka buildings, walls or rooms have been made of bricks except one, in which walls are made of stone. Coming to roofs in these buildings, 60.7%, 8.8%, 12.7% and 3.8% schools respectively have reported that roofs of the rooms have been made of R.C.C., Reinforced bricks, Stones and of Wood, while remaining 14% schools have reported that roofs have been made of some 'Other material' than those mentioned above, which is a diversion from the traditional way of construction. Similarly 12% and 78.4% schools have reported that the floors of rooms have been made of bricks and ordinary cement concrete respectively, while in remaining 7.6% schools some 'other material' has been used to make the floor, T-13. Further, looking these buildings from masonry work point of view, it is observed that majority of schools have white wash or ordinary colour, internally as well externally, as is evident from table 14, including two private rural secondary schools giving no information about external masonry work in them. Also in majority of schools the shutter and frames of the doors and windows have been traditionally made of wood only (Table 15). Further, 87% and 89% schools have only wooden shutters in doors and windows respectively while glass has been used partly or fully in remaining schools (Table 16).

There are 86 government secondary schools (87% in rural and 13% in urban) running in kachcha buildings or thatched huts, but walls of rooms in 82 of these are made in traditional way i.e. by



bricks or stone. About roofs of rooms in these schools, it is observed that 57% have roofs made of clay/mangalore tiles, 3% schools have the sheet roofs, 29% have thatched roofs and in remaining 10% schools roofs are made of some other material. Further, in 56%, 25% and 19% of these schools,

the floors are kachcha, made of bricks and made of some 'other material' respectively, as evident from table 17.

#### 2.5.4 Light, Ventilation and other Fittings in Schools:

As regards light and ventilation facility in schools, all the secondary as well higher secondary schools have adequate natural and/or artificial lights and proper ventilation in their rooms, except two rural secondary schools where artificial lights are not available and natural light is inadequate, and another two such schools where rooms are not properly ventilated (Table 18). Regarding black-boards in the rooms, it is observed that in only 10 secondary schools the condition is not satisfactory as sun-glazes affect their black-boards. From electricity facility point-of-view it is found that only 26(16.6%) and 3 (37.5%) secondary and higher secondary schools have adequate fittings and fixtures respectively in them, while two amongst secondary schools do not have satisfactory condition of these fittings. It is surprising that in 5 higher secondary schools neither adequate fittings are available nor the available fittings are in satisfactory condition as evident from table 19.



Thus it can be concluded that electricity facility is not at all adequate in schools and necessary efforts should be made by the concerned authorities to improve the situation.

## 2.6 Ownership, Original Purpose and Adequacy of School Buildings:

### 2.6.1 Ownership of Buildings:

Of the total 165 schools covered under the study, 162 own their building, two are running in rented buildings and one is running in a rent free building. Further, 66% rural secondary school buildings are owned by construction and remaining by donation. Among 27 urban secondary school buildings, 59% are owned by construction. All the buildings belonging to eight higher secondary schools are owned by construction (Table 20).

### 2.6.2 Original Purpose of Buildings:

About the purpose for which these buildings were constructed, it is observed that 161 out of 165 buildings were constructed for schools purpose only, and of the remaining four buildings two were originally constructed as private houses and one each as court and railway godown, respectively (Table 21). The only rent free building being used by one school was originally constructed as court building (Table 22). As regards use of school buildings for purpose other than teaching, only one building is used additionally, that too for teaching purpose only by another school in urban area (Table 23).

### 2.6.3 Adequacy of School Buildings:

79% of rural schools have reported their





accommodation as adequate and they do not require any additional room. Of the remaining schools, 66% 7% and 26% require 3, 4 and 5 to 8 additional rooms, respectively. In urban, 89% schools have adequate space, and of the remaining 11% with inadequate space, 75% and 25% schools require 2 & 3 additional rooms respectively.

Comparing the schools of rural and urban areas, it is observed that urban schools are better than rural ones, which is obvious (T/21), as in majority of schools, either enough land is available or the buildings have potentiality of construction on upper storey, or both the facility exists. The state government should provide necessary funds to needy schools for constructing additional rooms as per their requirement.

As regards resources for additional construction in schools, it is observed that 14 secondary and 3 higher secondary schools have reported that they charge some fees from the students for this purpose, (T/25). Since majority of schools are run by government, the main source of funds is the state exchequer only.

## 2.7 Since Laboratories, Subject Rooms & other Accommodation in schools:

### 2.7.1 Laboratories in Secondary Schools:

Of the 128 rural secondary schools, 50 (39%) do not have laboratory facility at all, which is an alarming situation. Among the 78 schools having the facility, 70%, 15% and 14% schools have one, two and three laboratories respectively in them,



spacewise only 6(11%) laboratories, out of 55 schools having one combined laboratories in each of them respectively, have adequate space as reported by schools.

As per standard norms of Kendriya Vidyalaya Sangathan, the minimum area of a laboratory in secondary/higher secondary school should be 67.62 sq. meters. According to this criteria, only one school has its laboratory of 67.62 sq. metres or more area out of 6 schools who have claimed the area of their laboratory as adequate. Among the 12 schools having two laboratories in each, only 5 (21%) out of 24 laboratories have adequate space according to schools but only one of these laboratory has 67.72 sq. meters area. Further, among the 33 laboratories available in 11 schools (3 in each school), only 11 have adequate space as reported by schools but only 4 of these have 67.72 sq. meters or more area. Thus it is observed that of the 112 laboratories available in 78 schools, only 5 (4.4%) are of standard size i.e. of 67.72 sq. meters or more area. Also it is observed that very few laboratories have store-cum-preparation/dark/balance/museum rooms in them respectively, and that too of inadequate spaces.

The position of laboratories in urban secondary schools is more or less same, as 31% schools do not have any laboratory, 24% have one combined, 17% have two and 28% schools have three laboratories in each of them respectively. In all,



there are 41 laboratories in 20 schools, and only 3(7%) of these are of standard area, i.e. of 67.72 sq. meters or more, as evident from Tables 26 & 27.

Further it is interesting to mention that of the 108 schools admitting girls, none has a home-science laboratory, which is surprising. The situation needs special attention of the concerned authorities (table 34).

As regards different facilities in laboratories of 78 rural secondary schools, it is observed that none has adequate running water taps, 73 do not have adequate electric fittings and 70 do not have other necessary fittings for performing experiments in the laboratories. Similarly of the 20 urban secondary schools having laboratories, about 75% do not have adequate running water taps, electricity and other necessary fittings required for performing experiments (table 28).

Thus it can be easily concluded that laboratories in urban secondary schools are in no way better qualitatively than laboratories in rural schools. It is wondering how schools fulfil their laboratory requirements in real sense, and it seems that so called laboratories available in schools are just monumental. The above situation is really alarming and necessary efforts should be made to improve the same.

#### 2.7.2 Laboratories in Higher Secondary Schools

All the eight higher secondary schools (1 in rural and 7 in urban) have three laboratories



in each respectively, table-26. Of these 24 laboratories, space is adequate in 19 as reported by schools but only 7 of them have 67.62 sq. meters or more area in each respectively. Facility-wise these laboratories are better than laboratories in secondary schools, which is obvious. Also it is observed that of the 5 schools admitting girls, only one possess a home-science laboratory of adequate space, table 34.

### 2.7.3 Subject Rooms in Schools

#### (a) Secondary Schools:

Among the 126 rural government secondary schools, only 3 have separate science room, 6 have social studies room, one has a activity/music room and two schools have work experience/craft room. Of the two private schools, only one has a activity/music room in it. Further, of the 29 urban secondary schools, 7 have science lecture room, one has a activity/music room, 7 have social studies room and three have work experience/craft room in them, respectively (Table 29).

#### (b) Higher Secondary Schools:

The only rural higher secondary school has a separate science lecture room while this facility is available in 5 (out of 7) urban schools but in majority of these science lecture rooms space is inadequate. Among 8 higher secondary schools, one has a art/drawing room, two have activity room and work experience/craft rooms are also available in two schools only (Table 29).





Thus it is concluded that very negligible number of schools have separate subject rooms, as science lecture room, social studies room, art/drawing room, activity/music room and work experience/craft room, etc. in them. Necessary efforts should be made by the government to provide such rooms in higher secondary schools and also in secondary schools too, wherever possible, for imparting class room instructions in better environment relating to various subjects, as mentioned above.

#### 2.7.4 Other Accomodation in Schools:

About 23% government and both the private secondary schools of rural area have separate library room, while this percentage is about 38 in urban government secondary schools. Further, the only rural higher secondary school is without a library room while 6 (out of 7) urban higher secondary schools have the facility. Among the schools with separate library room, majority have claimed having seating capacity for 10 to 49 children at a time, in them (table 30).

Further, of the 128 rural and 29 urban secondary schools, 45 (35%) and 12 (41%) have separate rooms for Principal/Headmaster and School office respectively. Staff common room is available in about 66% secondary schools, both in rural as well urban areas. Most of the above schools have reported that the space in these rooms is inadequate. All



the higher secondary schools have separate rooms for Principal/Head master and School office, but staff common room is not available in the only rural school (Table 31). Very few secondary schools have separate service rooms, as only 4% rural government schools have NCC/ACC/Scout room, and separate games/sports store room is available in only 7% schools. This situation is little better in urban schools, as evident from table 32. Further, assembly halls are available in only 10% secondary schools, while this percentage is 75 in higher secondary schools (table 33).

Among the 157 secondary schools, girls are being admitted in 108 schools and only <sup>34</sup>~~30~~ (31%) of these have a separate girls common room, while of the 5 higher secondary schools admitting girls only 3 have separate girls common room as evident from table 34. Further only two higher secondary schools have reported having provision of teaching 'Vocational Education' and both have laboratory for the purpose, of which it is of adequate size in one school (table 35).

#### Drinking Water & Toilet Facility in School Buildings:

2.8.1 All the secondary as well higher secondary schools (except 4 secondary schools-2 each in rural and urban areas) have drinking water facility in them. Hand pumps and wells are the main sources of water in majority of schools while running water taps are also available ~~in~~ ~~xx~~ in few schools (Table 36). In only 36% secondary schools more than one source of water is available and this percentage is 63 in higher secondary schools.



2.8.2 Among the 157 secondary schools 88(56%) do not have proper toilet facility in them while one out of 3 higher secondary schools which is an urban government school also fall in this category. As per type of schools, 31% boys, 90% girls and 46% coeducational secondary schools have proper toilet facility in them (table 37). In totality, 46% schools i.e. 76 out of 165 covered under the study, have proper toilet facility of which 80% have within the school buildings while remaining 20% have the facility outside their buildings, but within a walking distance of 50 metres respectively as is evident from table 38.

## 2.9 Playground, Canteen and Cycle Stand Facility in Schools:

### 2.9.1 Playground in Schools:

89% and 76% secondary schools in rural and urban areas have playground facility in them. Among the rural schools having the facility, 67% have the same within the campus while this percentage is 81 in urban schools. Further, all the 8-higher secondary schools have the facility of which 75% have within the campus. Among the 101 schools having facility within the campus, 89(86%) have 2000 sq. mtrs. or more area in each while this percentage is 95 in the schools with facility outside their campus as evident from table 39. As regards covered area for indoor games, only 6% secondary and 39%<sup>higher</sup> secondary schools have the facility (table 40).

### 2.9.2 Canteen and Cycle Stand Facility in Schools:

Only 7(4.4%) secondary schools have canteen facility in their campus, of which it is a permanent



structure in one and temporary structure in 6 schools. Among 8 higher secondary schools, the facility is available in 2 schools only, being of permanent nature in one and temporary in other (table 41).

As regards cycle stand facility in schools, it is observed that only 11(7%) secondary and 1(12.5%) higher secondary school have the facility (table 41).

Thus it is concluded that majority of schools do not have canteen and cycle stand facility with them.

#### 2.10 Hostel Facility in Schools:

In rural area among the secondary schools only 18.7% government and both (100%) the private schools have hostel facility in them and all these hostel buildings are owned by the schools. Further in 5(17%) government school hostels more students than the capacity are residing. In urban, 7 secondary schools (24%) have hostels and in only one of these more students than the capacity are residing. Of the 8 higher secondary schools, the only one in rural do not have the facility while 5 out of 7 of urban ~~secondary schools~~ have hostels and these buildings are also owned by the schools. Among these 5 hostels, more students than the capacity are residing in only two (table 42). Thus it is concluded that hostel facility is better in urban schools as compared to rural ones, which is obvious.

#### 2.11 Maintenance of School Buildings:

2.11.1 68% of the secondary schools have provision of periodical maintenance of buildings and for this purpose 36% of these schools charge some fees from





the students as evident from table 43. Further, 62.5% higher secondary schools have this provision of periodical maintenance of their buildings.

2.12 Main findings and recommendations:

- i) Majority of schools are run by government and possess enough land but the per child covered area is very less. Efforts should be made by the State Government to provide additional accommodation in schools, as per their need.
- ii) Wherever, possible, pucca boundaries may be constructed in urban schools, particularly in girls and co-educational ones. Alternatively, some provision like growing hedge or barbed wires may be fixed.
- iii) In schools where approach roads are unmetalled and the campus do not have drainage system and are not properly levelled, efforts should be made to improve the condition so that water does not stagnate during rainy season, which may create health problems.
- iv) 52% schools are running in thatched and/or Kachcha buildings. State Government should allocate more funds for construction of pucca buildings in these schools in a phased manner.
- v) Among the schools not having pucca buildings, 56% have rooms with 'Kachcha' floors, which is not at all expected in Secondary/Higher Secondary Schools. The work of providing pucca floors in these school should be given proper attention and priority.
- vi) In schools where natural lights are inadequate and artificial lights have not been provided, efforts



should be made to provide artificial light.

iii)

Wherever the electrical fittings and fixtures are not in satisfactory/working condition, these should be replaced immediately to avoid risk.

vi.)

The condition of Science laboratories wherever available needs attention, for improvement with regard to availability of running water, electrical fittings and other necessary equipments for performing experiments in schools without laboratories, provision should be made of atleast one-combined laboratory.

viii)

Separate subject rooms are available in very negligible number of schools. The situation needs special attention of the government.

ix)

77% rural and 62% urban government secondary schools are without separate library rooms. Special attention should be paid to provide one separate library in all schools.

x)

Service rooms are available in very few schools.

xi)

Drinking water facility should be provided in schools where it does not exist.

xii)

A good number of schools do not have proper toilet facility. This problem should get immediate attention of the concerned authorities especially in girls schools.

xiii)

Very limited number of schools have cycle stand. The situation require improvement.

xiv)

The periodical maintenance of buildings should be made a permanent feature in all the schools.

xv)

A good number of school buildings are affected by dampness in walls, roofs and floors. A large portion (75%) of secondary and higher secondary schools have leakage in rooms to the extent of more than 50% rooms in some of them, are affected by leakage. The state government should provide funds to improve this situation.



FINANCIAL ASPECTSSchools in the Sample

As per fourth All India Educational Survey there were 526 secondary schools and 92 higher secondary schools in the state. Two districts Mandi and Solan were selected for the purpose of this study and in all 52 schools were covered from these two districts. Districtwise number of selected schools was 39 and 19, respectively. Among these 52 schools 39 were secondary and 13 were higher secondary schools as evident from Table 1. All these schools were government schools except one private aided secondary school. Among 39 secondary schools 31 (82%) were in rural areas and 7 (18%) were in urban areas, while among 13 higher secondary schools 7 (54%) were in rural areas and 6 (46%) were in urban areas. In subsequent paragraphs efforts have been made to examine the various aspects of school buildings in secondary and higher secondary schools.

Land and Campus Area in SchoolsCampus Area :

Of the 39 secondary schools 10%, 31%, 26%, 23% and 10% have less than 1000 sq. mtrs., 1001 to 5000 sq. mtrs., 5001 to 10,000 sq. mtrs., 10001 to 20000 sq. mtrs. and above 20,000 sq. mtrs. land with them, respectively, as per Table 2. The corresponding percentages among 13 higher secondary schools are 0, 23, 8, 46 and 23, respectively. It will be worthwhile to note 67% of the secondary schools and 31% of the higher secondary schools have even less than 10000 sq. mtrs. land with them which is much less than the norms laid down by Kendriya Vidyalaya Sangathan and Planning Commission.



Since majority of the schools do not have sufficient land with them, per child availability of land is also on the lower side. Among 39 secondary schools 13%, 5%, 39%, 10% and 33% have per child available land less than 2 sq. mtrs., 2.01 to 5.00 sq. mtrs., 5.01 to 15.00 sq. mtrs., 15.01 to 25.00 sq. mtrs. and above 25 sq. mtrs., respectively, as per Table 2. The corresponding percentages among 13 higher secondary schools are 3, 8, 46, 23 and 15, respectively. Even from the point of view of per child availability of land, 57% secondary schools and 62% higher secondary schools have per child available land less than 15 sq. mtrs., which is much less than the norms laid down by NVJ and Planning Commission.

### 3.2.2 Covered Area in Schools

Of the 39 secondary schools 32%, 8%, 8% and 2% have less than 25%, 25 to less than 50%, 50% to less than 75% and above 75% covered area on ground floor against total area available in schools as evident from Table 4. Among 13 higher secondary schools corresponding percentages, respectively, are 69, 15, 3 and 3. It may be seen that 18% of the secondary schools and 31% of the higher secondary schools have constructed buildings on more than 25% of the total land with them and thus leaving less area for out-door activities.

As regards class-rooms' per child covered area 28%, 54%, 15% and 3% secondary schools have less than 0.50 sq. mtrs., <sup>0.50 to less than 1.00 sq. mtrs., 1.00 to less than 1.50 sq. mtrs.</sup> and above 1.50 sq. mtr. respectively, per child covered area with them as per table 5. The corresponding





percentages for 13 higher secondary schools are, respectively, 3, 61, 23 and 8. As per AYS norms the per child covered area in the middle and higher secondary class-room should be 1.25 sq. mtrs. It may be observed that 82% of the secondary schools and 59% of the higher secondary schools have class-rooms' per child covered area, even less than 1.00 sq. mtrs.

### 3.2.3 School Boundaries

The condition of boundary walls in schools is not satisfactory as 18% of the schools have no demarcation of boundaries at all, only 13% have pucca compound wall on all sides, 51% have partly pucca wall/barbed wire and/or hedged on all sides, while 25% have few sides uncovered and 13% ~~xx~~ schools are totally uncovered though their boundaries have been demarcated as evident from Table 6.

### 3.3 Approach Roads, Internal Levelling and Drainage System in Schools

77% of the secondary schools and 92% of the higher secondary schools have metalled approach roads to their campuses. 15% secondary schools and 8% higher secondary schools have unmetalled approach roads where water stagnates during the rainy season and in 3% secondary schools water ~~stagnates during the~~ does not stagnate during the rainy season though the approach roads are unmetalled as per Table 7. Since the schools covered under the study are in the hilly terrain, the aspects of internal levelling and adequate drainage system are not applicable to them.



### 3.4 School site and their Catchment Area

85% of the schools in rural areas and 67% of the schools in urban areas are free from heavy traffic. 70% of the rural and 69% of the urban schools are free from noisy environment. Further 85% of the schools are free from noxious industries. All the schools except two rural schools are properly located in relation to community as evident from Table 8.

82% of the secondary schools and 85% of the higher secondary schools are having sufficient space for morning assembly as per Table 9. All the secondary and higher secondary schools are running in one campus. In 64% of the secondary and 69% of the higher secondary schools campus has been developed in a planned manner.

### 3.5 Construction details of school buildings

#### 3.5.1 Type of Building in Schools

Among 39 secondary schools 69% have pukka building and 31% have thatched huts/kachcha building. All the thirteen higher secondary schools have pukka building as evident from Table 10. Among 40 schools with pukka buildings 32% schools have the buildings constructed prior to 1961 as per Table 11.

#### 3.5.2 Expansion Potential in School Buildings

Among 40 schools with pukka buildings 60% schools have both extra land for construction as well as potentiality of construction on upper storey, 33% schools have either extra land for construction or potentiality of construction on upper storey and remaining 2% schools have neither extra land for construction nor potentiality of construction on upper storey as evident from Table 12.



### 3.5.3 Material used in School Buildings

Of the 40 schools with puccin buildings 20% schools have reported that their ~~walls~~ walls have been made of brick and in the remaining 72% walls are made of stone. Coming to roofs 50%, 2%, 5%, 30% and 13% schools have mentioned that their roofs have been made of a.c.c., reinforced brick, stone, wood and any other material respectively. In 12% of the schools floors have <sup>been</sup> made of brick and in the remaining 88% they are made of ordinary cement concrete as per Table 13.

As regards internal masonry work it is observed that all the schools have white-wash/colour except one secondary school which has dry destemper. 35% of the schools have white-wash/colour externally also as evident from table 14. In more than 95% of the schools frames and shutters of doors and windows have been made of wood as per Table 15. Further 28% and 50% schools have fully glazed shutters of doors and windows, respectively, while in 60% and 62% <sup>schools</sup> these are made partly of glass and partly of wood. Only 12% and 3% schools have fully paneled shutters of doors and windows, respectively, as evident from Table 16.

There are 12 government secondary schools in Kachcha buildings/thatched huts. Of these 12 schools 7 have walls ~~have~~ made of brick/stone, 4 schools have walls made of mud and one school has walls made of any other material. As regards roofs 8 schools have roofs made of tin sheets, 2 schools have wooden roofs and 2 schools have thatched roofs. On coming to floors 5 schools have kachcha floors and 7 have floors made of brick.



#### 3.5.4 Light, Ventilation and other fittings in Schools

Among 52 schools 77% have adequate natural lights and only 25% have adequate artificial lights. There are 10% schools which have neither adequate natural lights nor adequate artificial lights. In 19% of the schools most of the rooms are not properly ventilated as per Table 18. Further 83% of the schools have black boards free from the sun-laze as evident from Table 19. Only 21% have adequate electrical fittings and fixtures and in only 25% schools the condition of fittings and fixtures is satisfactory.

#### 3.6 Ownership, Original Purpose and Adequacy of School Buildings

##### 3.6.1 Ownership of School Buildings :

77% of the schools have their own buildings either by way of construction or by donation and 10% schools are running in rented or partly owned and partly rented buildings while another 13% schools are running in rent free or partly owned and partly rent free buildings as per Table 20.

##### 3.6.2 Original purpose of Construction of Buildings

In 86% of the schools the building was constructed originally for a school and in 10% schools it was constructed for residential purpose and in 4% schools it was constructed for police station/horses place of king etc as evident from Table 21. As regards regular use of school accommodation for purposes other than teaching it is observed that in one government school it is being used for running adult education centre/family welfare camps as per Table 23.





### 3.6.3 Adequacy of Class-rooms in School Buildings

Only 45% of the schools have adequate number of class-rooms while 19% have shortage of 1-2 rooms, 15% have shortage of 3-4 rooms, 12% have shortage of 5-6 rooms, 4% have shortage of 7-8 rooms and 3% have shortage of more than 10 rooms as evident from Table 24. As regards sources for additional construction in schools, besides government and management committees, 12% schools are getting contributions from the community and 1% are charged fee from the students and 5% have other sources as per Table 25.

## 3.7 Science Laboratories, Subject rooms and other Accommodation in Schools

### 3.7.1 Science Laboratories in Secondary Schools

Of the 39 secondary schools 26% do not have any science laboratory and the remaining 74% schools have only one combined science laboratory as per Tables 26 & 27. According to school authorities 24% of the laboratories have adequate space in them. However, only 14% laboratories have its area more than 67.62 sq. mtrs. prescribed by A.S. Further 10% of the laboratories have store-room preparation room that too with inadequate space. None of the laboratories has dark/balance/museum room. As regards different facilities in science laboratories it is observed that out of 29 schools where science laboratories exist, only 31% schools have adequate running water taps, 45% schools have adequate electrical fittings and 34% have adequate fittings and fixtures in the laboratories for performing experiments, as evident from Table 28. Further among 36 secondary schools/girls are admitted only one school has home science laboratory that too with inadequate space as per Table 34.



### 3.7.2 Science Laboratories in Higher Secondary Schools

Among 13 higher secondary schools 3 have one laboratory, 2 schools have 2 laboratories and 3 schools have three laboratories. According to school authorities 41% of the laboratories have adequate space in them. However, only 34% laboratories have its area more than 67.62 sq. mtrs. prescribed by L.V. Further 16% of the laboratories have store-room/preparation room and in only 6% laboratories its space is adequate. None of the laboratories has dust/balance/museum room. Of the 13 higher secondary schools, where science laboratories exist 62% schools have adequate running water tap and adequate fittings and fixtures and 92% have adequate electrical fittings and fixtures in the laboratories for performing experiments. Of the 11 higher secondary schools, where girls are admitted, only one school has home science laboratory that too with inadequate space.

### 3.7.3 Subject Rooms in Schools

Among 39 secondary schools 15% have art/drawing room with adequate space, 5% schools have activity/music room with adequate space and 3% schools with inadequate space. 5% schools have work experience ~~room~~<sup>halls</sup>/craft room with adequate space as per table 29. Of the 13 higher secondary schools only one school has science lecture room that too with inadequate space, 5 schools have art/drawing room with adequate space, one school has activity/music room with adequate space and 2 schools with inadequate space, 5 schools have work experience/craft room.

It is very clear that separate subject rooms are available in negligible number of schools. Necessary effort need to be made to provide separate subject-rooms in higher secondary schools as well as in secondary schools, wherever ~~secondary~~ possible.



#### 3.7.4 Other Accommodation in Schools

53% of the secondary and 92% of the higher secondary schools have separate library room as per table 30. In only 21% secondary and 39% higher secondary schools have adequate space in the library room. As regards administrative spaces 64% of the secondary and 92% of the higher secondary schools have separate room for the headmaster/Principal. The remaining schools have combined room for principal and the Office and in most of them the space is inadequate. None of the secondary or higher secondary schools has Vice-Principal's room, 49% of the secondary and 63% of the higher secondary schools have staff common room but in majority of them the space is not adequate, Physical Education teacher room is available in only 21% secondary and 70% higher secondary schools but in majority of them the space is inadequate. Only two higher secondary schools have visitors room and that too with inadequate space. 62% of the secondary and 77% of the higher secondary schools have general store room and in most of them its space is not adequate as evident from Table 31.

As regards services and support spaces 21% of the secondary and 92% of the higher secondary schools have NCC/AOC/Scout room as per table 32. Only one secondary and two higher secondary schools have medical/first-aid room. Book store room is available in only two secondary and six higher secondary schools. 36% of the secondary and 46% of the higher secondary schools have games and sports store room. It has been observed that in majority of the schools the space in the services and support rooms is not adequate.



As regards auxiliary spaces only one secondary and four higher secondary schools have assembly hall as per Table 35. None of the secondary or higher secondary schools has hobbies club room, sub~~st~~tutual room, school museum or boys common room.

### 3.8 Drinking water, Toilet facility in School Buildings

#### 3.8.1 Drinking water facility :

All the secondary and higher secondary schools except one rural government secondary school have drinking water facility. 87% of the schools have running water taps and 8% schools have more than one source of drinking water. However, in 10% schools drinking water is brought from outside and stored in pots/tanks as evident from Table 36.

#### 3.8.2 Toilet facility

69% of the secondary (comprising one boys, 2 girls and 24 coeducational) and 46% of the higher secondary (comprising 2 boys and 4 coeducational) schools do not have proper toilet facility as per table 37. Further it is observed that in almost all the schools where this facility exists it is available within the building as evident from Table 38.

### 3.9 Playground, Canteen and cycle-stand Facility in Schools

#### 3.9.1 Playground in Schools :

Of the 52 schools 79% have playground facility (65% within campus and 14% outside the campus) as per Table 39. As regards covered space for indoor games none of the school has this facility.





### 3.9.2 Canteen and Cycle-stand Facility in Schools:

None of the secondary schools has a permanent or temporary canteen, while among 15 higher secondary schools 3 have permanent canteen in the building and 3 have temporary canteen in the campus. As regard cycle stand in the campus only one secondary and one higher secondary school have this facility.

### 3.10 Hostel facility in schools

Of the 39 secondary schools only 5 (12%) are having their own hostel building with a capacity upto 10 students. Among 15 higher secondary schools 3 are having the hostel facility with a capacity upto 10 students and out of these 3 schools 2 are having their own hostel building.

### 3.11 Maintenance of School Buildings

#### 3.11.1 Periodical Maintenance of School Buildings and Sources of Funds

Among 52 schools 83% are having periodical maintenance of school buildings. In majority of the schools funds are provided for maintenance of school buildings by respective managements. However, 70% schools have reported about charging fee from students also as per Table 43.

#### 3.11.2 Dampness in School Buildings

As regards general condition of school buildings it is observed that 46% schools are affected by dampness as per table 44. Further 50% schools are affected by leakage from roofs.

#### 3.11.3 Condition of Doors and Windows and Lockability of School Buildings

Doors and windows of 88% schools are painted as evident from Table 46. Further doors of 90% schools and



windows of 71% schools are in working order as reported by school authorities. 33% of the schools have lockable buildings.

Efforts should be made to improve the buildings having dampness in walls, roofs and floors and also necessary repairs should be made to stop the leakage from roofs in the affected schools. The condition of doors and windows should also be improved to make them in working order in the affected schools.

### 3.12 Main Findings and Recommendations

- i) Majority of the schools do not have enough land with them and also per child availability of land is on the lower side. Further in majority of the schools class-rooms' per child covered area of the campus is less than the norms laid down by AFS. Efforts should be made to provide required additional land and accommodation in the needy schools.
- ii) The condition of boundary walls in the schools is not satisfactory as 18% of the schools have no demarcation of boundaries at all and in another 13% schools boundaries are totally uncovered. Efforts should be made for demarcation of school boundaries and construction of pukka boundary walls especially in girls and co-educational schools.
- iii) Efforts should be made to provide metalled approach roads to the campuses of the schools where water stagnates during the rainy season.
- iv) Efforts should be made to provide permanent structure in ~~23%~~ <sup>31% secondary</sup> schools which do not have pukka buildings.



- v) 10% of the schools have neither adequate natural lights nor adequate artificial lights. Efforts should be made to provide artificial lights in the needy schools.
- vi) In one-fifth of the schools majority of the rooms are not properly ventilated. Efforts need to be made to provide necessary ventilation facilities in these schools.
- vii) Majority of the schools do not have adequate electrical fittings and fixture and also the condition of fittings and fixtures is not satisfactory. Efforts should be made to improve the condition of ~~electrical~~ electrical fittings and fixtures in the affected schools.
- viii) 10% of the schools have shortage of 1-2 class-rooms, 15% schools have shortage of 3-4 class-rooms and another 21% have shortage of more than four class-rooms. Efforts should be made to provide needed class-rooms in the concerned schools.
- ix) 26% of the secondary schools do not have any science laboratory at all. Efforts should be made to provide at least one combined science laboratory in these schools. Further adequate running water taps and necessary fittings and fixtures should be provided in the laboratories for performing experiments.
- x) Separate subject-rooms are available in negligible number of schools. Efforts need to be made to provide separate subject-rooms particularly in higher secondary schools for imparting instructions in better ~~xxxxxxxxxx~~ environment.



- xi) 67% of the secondary schools do not have separate library room. Efforts should be made to provide separate library room in the concerned schools.
- xii) Majority of the schools do not services/support spaces. Ancillary spaces are available in negligible number of schools. Efforts should be made to provide these spaces in the schools. Girls common-room should be provided to the needy schools.
- xiii) 69% of the secondary and 45% of the higher secondary schools do not have proper toilet facility which is a alarming situation. Efforts need to be made to provide proper toilet facility at the earliest especially in girls and co-educational schools.
- xiv) 21% of the schools do not have playground facility. Efforts should be made by the respective managements to provide playgrounds in the concerned schools.
- xv) None of the secondary schools has a permanent or temporary canteen. Efforts need to be made to provide a canteen in the schools.
- xvi) About 50% of the schools are effected by dampness in walls, roofs and floors. Also, good number of schools are affected by leakage from roofs. Further doors of 10% schools and windows of 29% schools are not in working order. Efforts need to be made by the concerned authorities to remove these defects by providing better maintenance services.
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## CHAPTER - 4

### K A R N A T A K A

#### 4.1 Schools in the Sample

Geographically, the state has been divided into four parts viz., Coastal & Ghat, Eastern Inland, Southern Inland and Northern Inland and giving due representation, one district from each of these parts - Uttar Kannad, Chikmagalur, Mysore and Bellary respectively, was selected. In all 182 schools were selected from the state ~~given~~ giving due representation to area, type and managements of the schools, and this number was 49, 35, 64 and 34 from above districts respectively. Of these schools, 135(74%) were high/Secondary and 47(26%) higher secondary, and 113(62%) belong to rural areas while remaining 69(38%) belong to urban. Among the 135 high schools, 47(35%) were Government Schools and 88(65%) Privately managed while this percentage was 70 and 30 in higher secondary schools. Further 3%, 2% and 95% schools were boys, girls coeducational schools in rural while this percentage was 22, 35 and 43 in urban, respectively, (table 1).

Among High/Secondary schools, a good number of schools are private hence efforts have been made to compare the facilities in Government (including local body) and Private (Aided as well Private Unaided) schools on one end, and between rural and urban schools on the other, in the following paragraphs.



## 4.2 Land and Covered Area in Schools

### 4.2.1 Campus Area:

#### (a) High/Secondary Schools:

Among the rural government schools, 12%, 21%, 15%, 29% and 23% schools have less than 1000 sq. mtrs., 1001 to 5000 Sq. mtrs., 5001 to 10000 Sq. mtrs. 10001 to 20000 sq. mtrs. and 20001 to 50000 Sq. mtrs. land with them while this percentage in private schools is 12, 12, 5, 28 and 42 respectively. As regards urban government schools, 38% 15%, 8% and 31% have less than 1000 sq. mtrs., 1001 to 5000, 5001 to 10000 and 10001 to 20000 Sq. mtrs. land and the remaining one school (8%) have above 50000 sq. mtrs. land respectively, with them. Among the urban private schools 26%, 19%, 13%, 10%, 26% and 6% have less than 1000, 1001 to 5000, 5001 to 10000, 10001 to 20,000, 20001 to 50000 and above 50000 sq. mtrs. land respectively with them.

Thus it can be concluded that most of the secondary schools have enough land with them but it is also observed that private schools both in rural as well urban areas are better placed than government schools in this regard.

#### (b) Higher Secondary Schools:

As regards rural government schools, it is observed that 6%, 18%, <sup>18%</sup> 25%, 13%, and 19% schools have less than 1000 sq. mtrs., 1001 to 5000 sq. mtrs. 5001 to 1000 sq. mtrs., 10001 to 20000 sq. mtrs., 20001 to 50000 sq. mtrs. and above 50000 sq. mtrs. land with



them. Further, in rural private schools, 17% schools each have less than 1000 sq. mtrs. and between 1001 to 5000 sq. mtrs. land respectively, while 50% and 16% schools respectively have 10001 to 20000 and 20001 to 50000 sq. mtrs. land with them. Among the urban government schools 12%, 18%, 23%, 23%, 18% and 6% schools respectively have less than 1000, 1001 to 5000, 5001 to 10000, 10001 to 20000, 20001 to 50000 and above 50000 sq. mtrs. land with them. As regards urban private schools it is observed that 12% schools each have less than 1000, 1001 to 5000 and 5001 to 10000 sq. mtrs. land with them respectively. while 25% schools have 10001 to 20000 and remaining 38% schools have between 20001 to 50000 sq. mtrs. land with them. as evident from table 2. Thus it is concluded that a large number of higher Secondary schools have enough land with them and government schools, both in rural as well urban areas are better placed than private schools in this regard:

It is really interesting to point out that among secondary schools, private schools are better placed than government schools with regard to availability of land with them, but among higher secondary schools it is just opposite as government schools are better than private schools.

As there is enough land in majority of schools, per child availability of land is also on higher side as 76% and 81% government and private secondary schools of rural have more than 25 sq. mtrs. land per child with them, but this percentage in urban



schools is only 23 and 45 respectively. As regards rural higher secondary schools, 63% and 83% government and private schools respectively have 25 sq. mtrs. or more land per child with them while this percentage in urban schools is 29 and 50 only. Thus it can be concluded that majority of secondary and higher secondary schools of rural area have enough per child land comparatively to such urban schools. This is due to the fact that there is scarcity of land in urban areas, which is obvious, as per table 3.

#### 4.2.2 Covered Area in Schools:

- (a) High/Secondary Schools: Although a large number of schools have enough land with them, but they lack from covered area point of view, as in rural area 74%, 16% and 10% schools have less than 25%, 25 to less than 50% and 75% and above covered area on ground floor respectively with them. The corresponding percentages in urban schools are 73, 13, 7 respectively, and the remaining 7% schools have between 50% to less than 75% covered area on ground floor. Thus it is concluded that from covered area point of view, there is no much difference in rural and urban schools (table 4).

As regards per child covered area in rural schools, it is observed that 27%, 31%, 16% and 25% schools have less than 0.50 sq. mtrs., between 0.50 to less than 1.00 sq. mtrs., 1.00 to less than 1.50 sq. mtrs. and 1.50 sq. mtrs. and above area respectively with them. The position of schools in urban areas is





more or less same as rural schools in this regard, as the corresponding percentages under above categories of per child covered area in urban schools is 25, 34, 25 and 16 respectively, table 5.

- (b) Higher Secondary Schools: Among such rural schools, 68% 9%, 14% and 9% have less than 25%, 25 to less than 50%, 50% to less than 75% and 75% and above, covered area on ground floor, respectively with them. The situation is little better in urban schools as the corresponding percentages are 56, 32, 8 and 4 respectively as is evident from table 4.

Further, it is observed that 45%, 23% and 32% rural schools have between 0.50 to less than 1.00 sq. mtrs., 1.00 to less than 1.50 sq. mtrs. and 1.50 sq. mtrs. and above per child area with them, while the corresponding percentages in urban schools are 20, 24 and 36; and the remaining 20% schools have less than 0.50 sq. mtrs. per child area with them (table 5). Thus it can be concluded that though majority of secondary and higher secondary schools have enough land with them, but they have very limited constructed area. Therefore, it is necessary for the concerned authorities to arrange additional funds for required construction in schools.

#### 4.2.3 School Boundaries:

- (a) Secondary Schools: The condition of boundaries in rural schools is not at all satisfactory as in 36% schools there is no demarcation of boundaries at all.



Further, only 10% schools have pucca walls on all sides and 14% schools each have their boundaries covered by barbed wire and/or hedge on all sides, and partly pucca wall on few sides and barbed wire and/or hedge in remaining sides of their boundaries respectively. Another 11% schools have few sides covered by pucca wall, hedge/barbed wires and few sides uncovered and in remaining 15% schools though boundaries have been demarcated but they are totally uncovered. The private schools are little better than government schools with regard to school boundaries, as evident from table 6.

(b) Higher Secondary Schools:

Among such rural government schools, 25% schools do not have any demarcation of their boundaries while this percentage is 17 in private schools. Same are the percentages in government and private schools having pucca boundary walls on all sides while another 6% government and 17% private schools have their all sides covered by barbed wire fencing or hedge. Further, in 12% and 31% government schools, only few sides are covered and all sides are totally uncovered respectively, while this percentage is 17 and 32 in private schools. As regards urban schools it is observed that there is no demarcation of boundaries in 30% government and 25% private schools. Further, 17% government and 25% private schools have pucca boundaries on all sides. Among the remaining government schools 23% have barbed wire fencing/hedge in all sides, 6% have only few sides covered and in remaining 23% schools though demarcation has been



done but all sides are uncovered. Further, 13% private schools have few sides open and 37% have demarcated but totally uncovered boundaries, (Table 6).

Thus it can be concluded that condition of school boundaries in rural & urban, and in government and private secondary as well higher secondary schools is more or less same, and is not in satisfactory position.

#### 4.3 Approach Roads, Internal levelling and Drainage System in Schools:

1.3.1 Approach Roads: As regards approach roads to schools, it is found that 62% rural secondary government and 47% such private schools have metalled approach roads to their campuses. Further of the 38% government schools with unmetalled approach roads water stagnates in 32% schools and does not stagnate in 6% schools while this corresponding percentage in private schools is 18 and 35 respectively which indicates that rural secondary private schools are better than government schools in this respect. About urban secondary schools, it is observed that 85% and 81% government and private schools have metalled approach roads to their campuses and the remaining 15% & 19% schools have unmetalled approach roads and water stagnates on these roads during rainy season.

Among rural higher secondary schools it is found that only 19% government schools do not have metalled approach roads and water stagnates on these roads. The remaining rural government schools (81%) and all rural private, urban government and



urban private schools have metalled approach roads to their campuses.

Thus it can be concluded that higher secondary schools are better than secondary schools as regards to approach roads leading to school campuses, and efforts should be made to provide metalled approach roads especially in schools where water stagnates during rainy season.

#### 4.3.2 Internal Levelling and Drainage System in Schools:

- (a) Secondary Schools: In rural, 71% and 51% government and private schools respectively do not have their campuses properly levelled and also they do not have proper drainage system while this percentage in urban schools is 69 and 23 respectively. Further, it is observed that among the rural schools without proper drainage system, in 50% government and 28% private schools water stagnates in their campuses during rainy season while the corresponding percentages in urban schools are 33 and 40 respectively. This indicates that urban private secondary schools are better than other secondary schools with regard to properly levelled campuses in schools with adequate drainage system.

Efforts should be made to develop the campuses of rural schools of both the management and of urban government schools properly with adequate drainage system.

- (b) Higher Secondary Schools: The condition of rural higher secondary schools is also similar as 75% government and 66% private schools possess unlevelled campuses with inadequate drainage system. The urban higher secondary schools are better placed





to some extent as 35% government and 37% private schools lack the above facility with regard to their campuses (Table 7).

Thus it is observed that a good number of secondary as well higher secondary schools, both of rural and urban areas, do not have properly levelled campuses and lack in adequate drainage system too. Necessary efforts should be made to improve the condition of school campuses.

#### 4.4 School Site and Their Catchment Area:

4.4.1(a) Rural schools are little better than their counter parts in urban from environment point of view. This is evident from the fact that 81%, 79% and 76% rural schools are free from heavy traffic, noisy environment and noxious pollutants from adjoining industries while these percentages are 68, 67 and 71 in urban schools respectively.

As regards location of schools with relation to community, urban schools are better than rural schools as 96% of the former are properly located while this percentage is 85 in the latter, as evident from table 8.

(b) Majority of secondary and higher secondary schools in rural as well urban areas have sufficient space with them for morning assembly. Further 91% secondary schools are running in one campus and 77% have properly developed campuses with them, while the corresponding percentages in higher secondary schools are 96 and 66 respectively. Thus it is concluded that there is not much of difference in



secondary and higher secondary schools as regards their having properly developed campuses, table 9.

#### 4.5 Construction Details of School Buildings:

##### 4.5.1 Type of Building in Schools:

Among the rural secondary schools 85% and 82% government and private schools have pukka buildings with them while the corresponding percentages are 69 and 90 in urban schools respectively. In total 84% rural secondary schools are running in pukka buildings. Also two secondary schools, one rural private and other urban government have been shown running in open space, as per table 10. In fact these schools do not have their own buildings and are running in buildings of other schools in shifts, hence have been shown by the State as working in 'Open space.' Further all the higher secondary schools of rural and urban areas belonging to government and private managements have pukka buildings with them except one rural (6%) and two urban (12%) government schools. Thus 94% higher secondary schools are running in pukka buildings, table 10.

Further it is observed that about 50% secondary school buildings were constructed upto 1970 while this percentage is 75 among the higher secondary school buildings (table 11).

##### 4.5.2 Expansion Potential in School Buildings:

Among the 97 rural schools having pukka buildings, 41%(42%) schools have both extra land and potentiality of construction on upper storey and remaining schools possess extra land for construction but without



potentiality of construction on upper storey. Further, of the 60 urban schools having pukka buildings, 57% have both the above facility for additional construction while in remaining 43%, land is available but construction on upper storey is not possible, table 12. Thus it can be concluded that from additional construction point of view, schools in rural as well of urban areas have more or less same facilities with them.

#### 4.5.3 Material used in School Buildings:

Among the 113 secondary schools with pukka buildings, in 93% schools the walls have been made of bricks and/or stone, while in 2% schools walls are of wood and in remaining 5% schools some other material has been used. In 91%, 2% and 7% higher secondary schools the walls have been made of bricks and/or stone, of wood and of some other material, respectively.

As regards roofs of these buildings, 40%, 12%, 4% and 13% schools have reported that roofs of the rooms have been made of R.C.C., Reinforced bricks, stones and of wood, while in remaining 31% schools some 'other material' has been used, which is a diversion from traditional ways of construction. Further 1%, 2%, 78% and 1% schools have reported that the floors of rooms are made of wood, bricks, ordinary cement concrete and mosaic/terrazo (with chips) respectively, while in remaining 18% schools the floors of rooms are made of some 'other material'.

Of the 44 higher secondary schools with pukka



buildings, 73%, 13%, 2% and 7% schools have reported that walls of rooms have been made of bricks, of stones, of wood and of 'any other material'.

As regards roofs in these schools, it is observed that in 41%, 14, 4% and 41% schools, these are made of R.C.C., reinforced bricks, wood and of 'any other material' respectively. Coming to floors of rooms in these schools, in 2%, 13% and 10% these are made of bricks, of 'any other cement concrete' and 'any other material' respectively.

Thus it can be concluded that in quite a good number of schools buildings some diversion has been made from the traditional ways of construction of walls, roofs and floors of the rooms (table 13), and this is true of both government and private schools, respectively.

Further, looking at the schools from masonry work point of view, it is observed that majority of schools have white wash internally as well externally, as evident from table 14. Also it is observed that in majority of schools the shutters and frames of doors and windows have been traditionally made of wood only (table 15). Further, 61% and 54% schools have only wooden shutters in doors and windows, while in 15% and 17%





schools these are made partly of glass and partly of wood and in the remaining 24% and 29% schools these are fully made of glass. From the above it is concluded that in a good number of schools glass has also been used in doors and window shutters, table 16, though from maintenance point of view it is costly.

- 4.5.4 There are only 22 schools running in Kachacha buildings and/or thached huts of which 19 are secondary schools and 3 higher secondary schools. In majority of secondary school buildings, walls have been made of brick/stone, but mud has also been used in 3 schools. Further of these schools, 42%, 26%, 5%, 16% and 11% have reportedly used clay/managalore tiles, tin sheets, wood, thatched and any other material for the roofs of their rooms respectively. As regards floors of rooms in these schools, 21%, 26% and 53% have reported that the floors are kachcha, made of bricks and of any other material respectively. The three higher secondary schools running in kachcha buildings have walls made of bricks/stone, roofs of tin sheets and floors are kachcha in two schools and made of bricks in the remaining one school as evident from table 17.

In general, there is not much difference in rural and urban schools as well in secondary and higher ~~school~~ secondary schools with regard to material used in school buildings, respectively.

4.5.5. Light, Ventilation and Other Fittings in Schools:

Among the secondary schools, 73%, 9%, 7% and 10% have adequate natural lights, inadequate natural lights, adequate artificial lights and both natural and artificial adequate lights respectively in their



rooms, while in higher secondary schools the corresponding percentages are 70, 5, and 11 respectively. This indicates that majority of schools do have at least natural or ventilated or both type of adequate light in their rooms.

Also it is observed that both natural and artificial government secondary schools are better than private schools in this regard, as evident from table 18, but there is no much difference in higher secondary schools of both the categories in this regard.

As regards ventilation in school, 86% of secondary schools and higher secondary schools have properly ventilated rooms while during the study in schools in both the categories of the facilities, table 18.

Among the 130 secondary schools, 80 have black boards in classrooms free from surcharges while this percentage is 70 in higher secondary schools.

Further 86% secondary schools are having adequate electric fittings and fixtures in satisfactory condition. In higher secondary schools though adequate fittings are available in 85% schools but condition of fittings is satisfactory in only 49% schools, table 18. Efforts should be made to provide funds to schools having unsatisfactory condition of fittings to avoid risk, and also to schools without adequate fittings.

#### 4.6 Ownership, Original Purpose and Adequacy of Schools Buildings :

##### 4.6.1 Ownership of Buildings: Of the total 182 schools



covered under the study, 61% own their buildings, 22% are running in rented buildings, 11% are running in rent free buildings and the remaining 6% schools have some parts of their building owned, rented and rent free respectively. Further 44%, 13%, 20% and 16% rural secondary school buildings are owned by construction, owned by donation, rented buildings and rent free buildings while the corresponding percentages among urban secondary schools are 41, 9, 41 and 9. The remaining 7% rural secondary schools have some parts of their buildings owned/rent free/rented. As regards higher secondary schools, 57% 21, 11%, 2%, 6% and 2% schools have their buildings owned by construction, owned by donations, rented, rent free, partly owned & partly rent free, and partly owned and partly rented, respectively. Thus it is concluded that quite a good number of schools in the state are running in rent free, rented and both type of buildings. Efforts should be made to provide buildings to schools running in rented buildings, (table 20.)

#### 4.6.2 Original Purpose of Buildings:

About the purpose for which buildings were constructed but are at present being used by schools, it is observed that only 77% buildings were built for ~~is observed that only 77% for~~ school purposes. Another 6% buildings were constructed for residential purpose, 4% were built as Temple/Dharamshala/Religious place, 3% as Panchayat Ghar and the remaining 9% buildings were built for other purposes like Jail, Basic <sup>Hostel</sup>, Training Institutes/ Office of Municipal Board etc., etc. (Table 21). Further, of the 20 schools running in rent free buildings, 6, 4 and 3 have reported that their



Buildings were originally constructed for religious purpose, private house and choupal/panchayat house respectively while remaining 5 buildings were constructed for some other purposes (Table 22).

As regards use of schools buildings for purposes other than teaching, it is observed that 7 buildings are also used by another schools, 1 for Adult/Non Formal education classes, 1 for panchayat meetings, 4 for religious gatherings, 2 for family welfare camps and 2 for some other purposes, as evident from table 23.

#### 4.6.3 Adequacy of School Buildings:

Of the 182 schools covered under the study, 163(90%) have reported that their accomodation is adequate. Further 5 schools require only one room and 3, 2 and 1 schools require two, three and four rooms respectively. Another 1, 2, 3 and 2 schools require 5 to 6, 7 to 8, 9 to 10 and more than 10 rooms respectively.

Efforts should be made to provide rooms in schools which require 5 and more rooms at the earliest, and in the remaining schools requiring less than 5 rooms in a phased time schedule (table 24).

Comparing the schools situated in rural and urban areas, it is observed that rural schools are better than urban ones. This may be due to lack of funds and proper space in the urban schools. However, efforts should be made by the respective managements to provide necessary rooms in the schools.

As regards resources for additional construction in schools, besides Government fund and grants from Management Committes, 17 schools have reported that they





are getting contributions from the community for the purpose and 3 schools are charging fees for the purpose while another 3 schools have reported 'Any other' source for the purpose, table 25.

#### 4.7 Science Laboratories, Subject Rooms and Other Accomodations in Schools

4.7.1 Laboratories in Secondary Schools: Of the 91 rural secondary schools, 35 (38%) do not have any laboratory with them. In 56 Schools having the facility there are 59 laboratories in all, as 54 schools have one combined laboratory, one has two and one has three laboratories, respectively. Out of these 59 laboratories, 48 have adequate space with them as reported by schools.

According to standard norms of Kendriya Vidyalaya Sangathan, minimum area of a laboratory in a secondary school should be 67.62 Sq. mtrs. As per this criteria only 16 (33%) laboratories fulfill the requirement out of total 48 laboratories in the schools which have adequate space as claimed by the schools.

Further, of the 44 urban secondary schools, 16(36%) do not have any laboratory, 24 have one, one has two and three schools have three laboratories in each of them respectively. Thus there are 35 laboratories in 28 schools of which space is adequate in 23 Laboratories as claimed by schools, but only 15 laboratories have 67.72 sq. mtrs. or more area (table 26). Also it is observed that very few laboratories have store-cum-preparation/dark/balance/museum rooms in them, respectively (table 27).



Further of the 123 secondary schools where girls are admitted only 2 have home science laboratories with space inadequate in one of them (table 34).

As regards different facilities in laboratories, it is observed that 71%, 63% and 59% laboratories in rural secondary schools have adequate running water tap, adequate electric fittings and other fittings and fixture for performing experiments, respectively; while the corresponding percentages of laboratories in urban secondary schools are 75, 71 and 71 respectively.

Thus it is concluded that facility-wise, laboratories of urban secondary schools are better than their counterparts in rural schools. Efforts should be made to improve the conditions of laboratories by providing electric fittings and other necessary fixtures especially in laboratories of rural schools (table 28).

#### 4.7.2 Laboratories in Higher Secondary Schools:

Among the 22 rural higher secondary schools, 5(23%) are without any laboratory, 15(68%) schools have one laboratory each and the remaining two schools (9%) have three laboratories each. Thus in 17 schools there are 21 laboratories of which only 11 (52%) have adequate space as per schools, but only 2(10%) of these have 67.62 sq. mtrs. or more area with them. Further, of the 25 urban schools, 3 (12%) do not have any laboratory in them and 11(44%), 3(12%) and 8(32%) schools have one, two and three laboratories in each, respectively. Thus in 22 urban schools there are 41 laboratories of which 34 (83%) are of adequate space as reported by schools., but only 11(27%) of these have area of



67.72 sq. mtrs. or more with them, table 26.

Further of the 41 higher secondary schools where girls are admitted none has a home science laboratories (table 34).

About availability of store-cum-preparation/dark/balance/museum rooms respectively, in the laboratories, it is observed that very few have the facility (table 27).

As regards different facilities in the laboratories, it is found that 82% laboratories of rural schools have adequate running water taps, electric fittings and other fittings & fixtures for performing experiments, while this percentage is 91, 64 and 64 in urban laboratories respectively. Thus it is concluded that laboratories of rural schools are better equipped than their urban counterparts.

#### 4.7.3 Subject Rooms in Schools

(a) Secondary Schools: Very few schools have separate subject rooms both in rural and urban areas. This is evident from the fact that of the 91 rural schools only 1 has a social studies room with adequate space, 7 schools each have art/drawing (2 with inadequate space) and activity rooms, --- and 14 schools have work experience/craft rooms with them. Of the 44 urban schools it is observed that only 3 schools have separate science lecture rooms (2 with inadequate space), 6 have social studies rooms (3 with inadequate space), 4 have art/drawing rooms (1 with inadequate space), 1 has a activity room of adequate space and 3 have work experience/craft rooms (1 with inadequate space) in them respectively. Further it is observed that of the



123 schools where girls are admitted, only three schools have separate girls' common room (table 34).

- (h) Higher Secondary Schools: Like Secondary Schools, very few higher secondary schools have separate subject rooms. This is evident from the fact that out of 22 rural schools, social studies room is available in only one school with inadequate space, art/drawing room is available in two schools (1 with inadequate space), activity/music room in 2 schools (1 with inadequate space) and work experience/craft room is available in three schools (1 with inadequate space). Of the 25 urban schools, two schools each have separate science lecture and social studies room with inadequate space in one school each, respectively. Also, only 4 schools have art/drawing room (1 with inadequate space)<sup>37.5% of 10, 1 with room (1 with inadequate space)</sup> and 10 schools have work experience/craft room (2 with inadequate space), respectively (table 29). Also it is observed that of the 41 schools which are admitting girls, only 4 have a separate girls common room with them (table 34).

It is therefore, very clear that separate subject rooms are available in negligible number of secondary and higher secondary schools and necessary efforts should be made to provide such rooms in higher secondary as well secondary schools (wherever possible) for imparting instruction in better environment in the subjects referred to above. Similarly efforts should be made to provide a common room for girls in the schools where girls are admitted.

- 4.7.4 Other Accomodation in Schools: As regards separate library room in secondary schools, it is observed that 26% and 32% rural government and private





schools have the facility, while this percentage is 27 and 44 respectively in higher secondary schools. In totality only 55 (30%) schools out of 182 have separate room for library and only 40 schools (22%) have these rooms with adequate space. Majority of schools having library rooms have reported that they have seating capacity between 1 to 50 students (table 30).

Further of the 91 rural and 44 urban secondary schools, 44 (48%) and 30 (68%) schools have separate room for Principal/Headmaster respectively. Staff common room is available in 70% rural and 77% urban secondary schools while this percentage is 68 and 88 in higher secondary schools, and a good number of schools have reported that space of these rooms is adequate.

Separate service rooms as Visitors room, Store room, N.C.C./A.C.C./Scout room, etc., are available in very negligible number of secondary schools. The situation is more or less same in higher secondary schools also, as per table 31 & 32. Further, assembly halls are available in only 14% secondary and 21% higher secondary schools while hobby, audio-visual and museum room etc., are available in very negligible number of schools (Table 33). As regards teaching of 'Vocational Education', one rural and two urban private secondary schools have reported positively out of 182 schools and all the three schools have laboratories/workshops for the purpose, of adequate space, as evident from Table 35.

#### 4.8 Drinking Water and Toilet Facility in Schools Buildings

4.8.1 Among the secondary schools, 86% have the drinking



water facility with them while this percentage in rural and urban schools separately is 80 and 90 respectively. Further, 79% higher secondary schools have the facility with them while in rural and urban schools separately this percentage is 68 and 88 respectively. In totality 84% schools out of 162 have the facility of drinking water with them. Thus it is observed that urban schools are better than rural schools and necessary efforts should be made to provide drinking water facility in schools without this minimum essential facility. Further, it is found that quite a good number of schools have more than one source of drinking water with them (table 36).

4.8.2 As regards toilet facility in secondary schools it is observed that 71 (53%) schools out of 135 do not have any facility with them while this number is 13(28%) out of 47 higher secondary schools. Thus only 98(54%) schools out of 182 covered under the study have the toilet facility with them. As per type of schools, 72% boys, 62% girls and 50% coeducational schools have toilet facility with them (Table 37). Further it is observed that of the 98 schools having facility, 62% have the same within school buildings, 32% have at a distance of upto 50 mtrs. and in remaining 6% schools the facility is available at a distance of 51 to 200 metres, respectively as evident from table 38.

#### 4.9 Playground, Canteen and cycle stand facility in schools

4.9.1 Playground in Schools: Among the secondary schools, 93% and 91% schools of rural and urban schools have playground facility with them and of the schools



having the facility, 82% and 88% respectively have the same within the school campuses. In all 93% secondary schools have playground facility of which 84% have the facility within their campus. As regards higher secondary schools, 95% schools of rural and 92% of urban have the facility with them. About availability of the facility within the campus, it is observed that 81% rural and 87% urban schools have playgrounds within their campuses. There is not much difference between the government and private schools in this regards. Thus it can be concluded that majority of schools covered under the study have playground facility with them and a large number have the same within their campuses, as evident from table 39. Further it is observed that quite a good number of schools have playground of enough area with them respectively. As regards area for indoor games in the schools, it is found that very few (9%) schools have the facility as evident from table 40.

4.9.2 Canteen and Cycle Stand Facility in Schools: Only 4 schools out of 182 have the canteen facility with them of which in only one school it is a permanent structure while remaining three have temporary canteen with them.

As regards cycle stands in schools, it is found that in totality only 15% schools have the facility, with percentages among secondary and higher secondary schools <sup>being</sup> 17 and 9 respectively. Further it is observed that among secondary schools 9% and 34% schools in rural and urban areas have the facility respectively, while this percentage in higher secondary schools is 9 and 8 respectively.

Thus it can be concluded that majority of



schools do not have canteen facility and a good number of schools are without cycle stands with them, as evident from table 41.

#### 4.10 Hostel Facility in Schools:

4.10.1 Among the secondary schools only 21% and 32% rural government and private schools have the hostel facility with them while these percentages are zero and 29, respectively in urban schools. About ownership of hostel buildings, it is found that of the schools having hostel facility, 43% and 61% rural government and private schools own hostel buildings while this percentage is 56 in urban private schools. Among the 34 secondary schools having hostels, in only one hostel belonging to rural private school more students are residing than its capacity, (table 42).

4.10.2 As regards hostels in higher secondary schools, it is observed that 13%, 17% and 50% rural government, rural private and urban private schools have hostels with them respectively and 50%, 100% and 75% buildings are owned by schools respectively, while none of the urban government schools have the facility, as evident from table 42.

#### 4.11 Maintenance of School Buildings

4.11.1 Among the secondary schools it is observed that 85% and 99% schools of rural and urban areas have the provision of periodical maintenance of their buildings respectively while the corresponding percentages in urban schools are 86 and 92. In most of the schools funds are provided for the purpose by their respective management, but a few schools have reported about getting contributions from the community also, table 43.





- 4.11.2 As regards general condition of school buildings, it is observed that only 18% and 16% buildings of rural and urban secondary schools are affected by dampness while in higher secondary schools these percentages are 27 and 24 respectively, as per table 44.
- 4.11.3 About leakage from roofs in the buildings it is found that 29% and 39% rural and urban secondary school buildings are affected while the respective percentages are 45 and 35 in higher secondary schools. In totality 35% buildings are affected by leakage from the roofs of rooms and in 57% and 43% of these buildings upto 50%, and 51% and above rooms are effected by leakage, respectively.
- 4.11.4 Doors and windows of 89% and 90% secondary and higher secondary schools buildings are painted while 90% and 85% buildings respectively are lockable from safety point of view.

Further 93% and 86% secondary and higher secondary schools have reported that the doors in their buildings are in proper working condition, while windows are in proper working condition in 98% and 91% schools, respectively.

Thus it is observed that good number of school buildings are properly maintained but efforts should be made to improve the buildings having dampness in their walls, roofs and floors. Also necessary repairs should be made to stop the leakage from roofs in the effected schools.

#### 4.12 Main Findings And Recommendations

- i) Majority of schools have enough land with them but per child covered area is very less. The



respective managements of schools should provide additional constructed area in needy schools.

- ii) The condition of school boundaries both in rural and urban secondary and higher secondary schools is not satisfactory. Efforts should be made to construct pukka boundaries in urban schools, especially in girls and co-educational schools, wherever necessary. Alternatively some other provisions like fixing wires or growing hedge, may be made.
- iii) Metalled approach roads to school campuses should be provided in needy schools so that water does not stagnate during rainy season which may create health problems. Further in schools having unlevelled campuses and inadequate rainwater system efforts should be made to improve the situation at the earliest.
- iv) Efforts should be made to provide permanent structure required by 22 secondary and 3 higher secondary schools which do not have pukka buildings.
- v) Schools with inadequate natural lights should be provided with necessary artificial lights.
- vi) Efforts should be made to improve the condition of unsatisfactory electric fittings in affected schools at the earliest to avoid risk.
- vii) Efforts should be made to provide additional rooms in schools requiring more than 5 rooms at the earliest and also in other schools requiring less number of schools in a phased manner.
- viii) In 32% schools without any laboratory, efforts should be made to provide atleast one combined



laboratory as per requirement of schools. Also home science laboratories are available in very negligible number of schools, and the situation needs special attention of the authorities.

Further, necessary fittings and fixtures in laboratories required for performing experiments may be provided, respectively, as per need.

- ix) Separate subject rooms are available in very negligible number of schools. Efforts should be made to provide separate subject rooms especially in higher secondary schools to provide class room instruction in better environment.
- x) 70% schools are without a separate library room, which is an alarming situation. Special attention is required of respective managements of such schools to make available separate library rooms in the schools as early as possible.
- xi) Service rooms are available in very few schools — situation needs improvement. Also girls common rooms should be provided in the needy schools.
- xii) Drinking water facility should be provided in needy schools at the earliest.
- xiii) 46% schools do not have proper toilet facility in schools, which is a serious situation. Efforts should be made to provide toilet facility at the earliest especially for girls in coeducational and girls schools.
- xiv) Cycle stands are not available in majority of school situation require special attention.



xv) A good number of school buildings are affected by dampness on walls, roofs and floors. Also good number of schools are affected by leakage from roofs. Special attention is required of the concerned authorities to remove these defects by providing better maintenance services in schools.





## CHAPTER-5

### MADHYA PRADESH

#### 5.1 Schools in the Sample

Geographically the State has been divided into seven regions viz. Chhatisgarh, Vindhya, Central, Dehra Plateau, South Central, South-Western, and Northern and giving due representation one district from each of these regions- Durg, Satna, Sonore, Indore, Jabalpur, Hoshangabad, Gwalior, respectively, was selected. As per Fourth All India Educational survey there were 2081 higher secondary (old pattern having classes upto XI) schools in the State. In all 140 schools were selected from the state after giving due representation to type, management and area of schools. District-wise number of selected schools was 24, 19, 6, 19, 40, 15 and 17, respectively. As shown in Table 1, analysis has been carried out on the basis of information received from 135 schools because the filled in questionnaires from the remaining five schools were not received in spite of the efforts made by the Project Incharge in the State. After the Fourth All India Educational Survey the State had switched over to 10+2 system of education and 120 schools out of these 135 selected schools were up-graded to higher Secondary schools by introducing class XII in them and 15 schools were reduced to secondary schools by deleting class XI from them.

Of these 15 secondary schools 10 were in rural areas and 5 were in urban areas, while among 120 higher secondary schools 42(35%) were in rural areas and 78 (65%) were in urban areas. Since the number of secondary schools is very small in this sample, our discussion will be mainly



on higher secondary schools. Among 42 rural higher secondary schools 32 were government and 10 were privately managed, while in the <sup>78</sup>urban higher secondary schools 41 were government and 37 were privately managed schools. Here government schools include government as well as local bod. schools and private schools include private aided as well as unaided schools. In the subsequent paragraphs efforts have been made to examine the various aspects of school buildings in the rural and urban higher secondary schools.

## 5.2 Land and Covered Area in the Schools

### 5.2.1 Campus Area

#### (a) Secondary Schools

Among 15 secondary schools 33%, 27%, 13%, 14%, and 13% have less than 1000 Sq. mtrs., 1001 to 5000 Sq. mtrs., 5001 to 10000 Sq. mtrs., 10001 to 20000 Sq. mtrs., and above 20000 Sq. mtrs. land with them, respectively as evident from Table 2.

#### (b) Higher Secondary Schools

Among 42 rural higher secondary schools 7%, 14%, 19%, 29%, 10%, and 2% have less than 1000 Sq. mtrs., 1001 to 5000 Sq. mtrs., 5001 to 10000 Sq. mtrs., 10001 to 20000 Sq. mtrs., 20001 to 50000 Sq. mtrs., and above 50000 Sq. mtrs. land with them, respectively. The corresponding percentages among 78 urban higher secondary schools are 6, 26, 30, 13, 19 and 6, respectively.

Kendriya Vidyalaya Sangathan has laid down 15 to 20 acres of land requirement for putting up an ideal higher secondary school. The Planning Commission in their report on industrial township also has recommended an area of 7-8 acres of land for a higher secondary school within enrolment of 600. It will be worthwhile to note that in this sample more than 55% of the higher secondary schools have even less than 10,000 Sq. mtrs. land available with them.



Since majority of schools do not have sufficient land with them, per child availability of land is also on lower side. Among 15 secondary schools 7%, 13%, 27%, 7%, and 46% have per child availability of land up to 2 mtrs., 2.01 to 5.00 Sq. mtrs., 5.01 to 15.00 Sq. mtrs., <sup>15.01 to 25.00 Sq. mtrs.</sup> and above 25 Sq. mtrs., respectively as per Table 3. Among 42 rural higher secondary schools corresponding percentages are 7, 10, 14, 5 and 64, respectively, while for 78 urban higher secondary schools these percentages are 9, 16, 31, 28 and 14, respectively. Even from the point of view of per child availability of land 3% higher secondary schools in rural areas and 5% in urban areas have per child available land less than 15 Sq. mtrs. The per child availability of land is less in urban schools as compared to rural schools because of the obvious reason of higher enrolment in urban schools and less available land with them. It may incidentally be noted that in rural areas per child availability of land is more in private schools as compared to government schools while a reverse trend has been observed in urban areas.

## .2.2 Covered Area in Schools

- (a) Secondary Schools : Among 15 secondary schools 67%, 26% and 7% have less than 25%, 25 to less than 50% and above 50% covered area on ground floor against total area available in schools as per Table 4. As regards class-rooms' per child covered area 33%, 47% and 20% secondary schools have less than 0.50 sq. mtrs., 0.50 to less than 1.00 Sq. mtrs., and 1.00 to less than 1.50 sq. mtrs., respectively, per child covered area with them as evident from Table 5.
- (b) Higher Secondary Schools : Among 42 rural higher secondary schools 69%, 17%, 9% and 5% have less than 25%, 25 to less than 50%, 50 to less than 75% and above 75% covered area on ground floor against total area available



in the school. The corresponding percentages among 78 urban higher secondary schools are 62, 27, 6 and 5, respectively. It may be seen that 31% higher secondary schools in rural areas and 38% in urban areas have covered more than 25% of the total land with them and thus leaving less area for out-door activities. As regards class-rooms' per child covered area 24%, 64%, 7% and 5% higher secondary schools in rural areas have less than 0.50 sq. mtrs., 0.50 to less than 1.00 Sq. mtrs., 1.00 to less than 1.50 Sq. mtrs. and above 1.50 Sq. mtrs., respectively, per child covered area with them. The corresponding percentages for urban higher secondary schools are 13, 60, 21, and 6, respectively. As per K.V.S. norms per child covered area in the middle and higher secondary class-rooms should be 1.25 Sq. mtrs. It may be observed from the Table 5 that 88% of the higher secondary schools in rural areas and 73% in urban areas have even less than 1.0 Sq. mtrs. per child covered area in the class-room. It may be seen that class-rooms' per child covered area is more in rural schools in comparison to urban schools. Further, private higher secondary schools in rural as well as in urban areas are better than government higher secondary schools in this regard.

### 5.2.3 School boundaries

(a) Secondary Schools : The condition of boundaries in secondary schools is not satisfactory as in 27% of the secondary schools there is no demarcation of boundaries and only 13% have pukka wall on all sides, 33% have covered boundaries on all sides by barbed wire and / or hedge or partly pukka wall, while 7% have few sides uncovered and in 20% schools though their boundaries have been demarcated but they are totally uncovered as per Table 6.





(b) Higher Secondary Schools : Among 42 rural higher secondary schools 24% have no demarcation of boundaries, 19% have brick wall on all sides, 2% have covered boundaries on all sides by barbed wire and/or hedge or partly brick wall, while 14% have few sides uncovered and in 22% schools though some boundaries have been demarcated, but they are totally uncovered. The corresponding percentages in 73 urban higher secondary schools are 15, 43, 22, 17, and 5, respectively. It may be noted that 24% of the higher secondary schools in rural areas and 15% in urban areas have no demarcation of boundaries at all which need to be demarcated. Further 36% higher secondary schools in rural areas and 24% in urban areas have few sides uncovered or totally uncovered boundaries. Thus 60% higher secondary schools in rural areas and 35% in urban areas need to be covered by boundary wall/barbed wire/hedge. Urban higher secondary schools are better than rural ones with regard to their boundaries.

### 5.5 Approach Roads, Internal Leveling and Drainage System

#### 5.5.1 Approach Roads

(a) Secondary Schools : 60% of the secondary schools have metalled approach roads to their campuses, 27% have unmetalled approach roads where water stagnates during the rainy season and in 13% schools water <sup>does not</sup> stagnate during the rainy season though the approach roads are unmetalled as evident from Table 7.

(b) Higher Secondary Schools : Among 42 rural higher secondary schools 76% have metalled approach roads to their campuses. 17% schools have unmetalled approach roads where water stagnates during the rainy season and in 7% schools water does not stagnate though the approach roads are unmetalled. The corresponding percentages for 73 urban higher secondary schools are 92, 4 and 4, respectively. Thus higher secondary schools are better placed in urban areas than in rural areas as far as metalled approach roads are concerned.

Also the government schools are better than private



schools in this regard.

3.2 Internal Levelling and Drainage system in schools

- (a) Secondary Schools : Among 15 secondary schools only 40% have properly levelled campus with adequate drainage system and in 33% schools water does not stagnate during the rainy season though their campuses are not properly levelled, while in 27% schools water stagnates during the rainy season and also their campuses are not properly levelled with adequate drainage system as evident from Table 7.
- (b) Higher Secondary Schools : Among 42 rural higher secondary schools 55% have properly levelled campus with adequate drainage system and in 21% schools water does not stagnate during the rainy season though their campuses are not properly levelled, while in 24% schools water stagnates during the rainy season and also their campuses are not properly levelled with adequate drainage system. The corresponding percentages for 78 urban higher secondary schools are 73, 6, and 21, respectively. It may be noted that in rural areas 47% of the government and 80% of the private higher secondary schools while in urban areas 60% of the government and 80% of the private higher Secondary schools have their campuses properly levelled with adequate drainage system and thus private higher secondary schools in rural areas as well in urban areas are better placed than government higher secondary schools in this regard.



#### 5.4 School site and their Catchment Area

Rural schools are little better than their counterparts in urban areas from the environment point of view as is evident from Table 8 that among 52 rural schools 92%, 100% and 98% are free from heavy traffic, noisy environment and noxious pollutants from adjoining industries, respectively. The corresponding percentages among 83 urban schools are 77, 75 and 98, respectively.

As regards location of schools with relation to community urban schools are better placed than rural schools <sup>the urban schools are better placed in relation to community</sup> because all to community while in rural areas 8% schools are not properly located in relation to community.

87% of the secondary schools and 95% of the higher secondary schools are having sufficient space for morning assembly as evident from Table 9. Further all the secondary schools and 98% of the higher secondary schools are running in one campus. In 53% secondary schools campus has been developed in a planned manner. 71% of the higher secondary schools in rural areas and 86% in urban areas have their campuses developed in a planned manner.

#### 5.5 Construction Details of Schools Buildings

5.5.1 Type of Building in Schools : Among 15 secondary schools 93% have pukka building and 7% have thatched huts/Kachcha building. Among 42 rural higher secondary schools 90% have pukka building and 10% have thatched huts/Kachcha buildings, whereas all the 78 higher secondary schools in urban areas have pukka buildings as per Table 10. Among higher secondary schools with pukka buildings 50% schools in rural areas and 56% in urban areas have their buildings constructed prior to 1961 as evident from Table 11.



### 5.5.2 Expansion Potential in School Buildings

Among 14 secondary schools with pukka buildings 21% schools have both extra land for construction as well as potentiality of construction on upper storey, 64% have extra land for construction but without potentiality of construction on upper storey and the remaining 14% have neither extra land for expansion nor potentiality of construction on upper storey as per Table 12.

Among 38 rural higher secondary schools with pukka buildings 39% have both extra land for construction and <sup>5% have extra land or potentiality of construction on upper storey</sup> and 11% schools have neither extra land for construction nor any potentiality of construction on upper storey. The corresponding percentages among 78 urban higher secondary schools are 42, 41 and 17, respectively. It may be seen that 89% of the higher secondary schools in rural areas and 83% in urban areas have either extra land for construction and/or potentiality of construction on upper storey.

### 5.5.3 Material used in School Buildings

(a) Secondary Schools : Among 14 Secondary schools with pukka buildings in 71% schools walls have been made of brick while in 29% schools walls are made of stone. Coming to roofs 43%, 7%, 22%, 21%, and 7% schools have reported that roofs have been made of R.C.C., reinforced brick, stone, wood and any other material, respectively. In 36% schools floors have been made of ordinary Cement concrete and in 64% schools they are made of material other than wood, brick, Cement as per Table 13.





(b) Higher Secondary Schools : Of the 38 rural higher secondary schools with pukka buildings 79% schools have reported that the walls are made of brick and in 21% schools they are made of stone. Among 78 urban higher secondary schools 92% have walls made of brick, 7% have walls made of stone and 1% have walls made of any other material. As regards the roofs 24%, 26, 11%, 13%, and 32% rural higher secondary schools have reported that their roofs have been made of R.C.C., reinforced brick, stone, wood and any other material. The corresponding percentages for 78 urban higher secondary schools are 45, 5, 18, 6 and 26, respectively. On coming to floors 55% rural higher secondary schools have reported that their floors have<sup>been</sup> made of ordinary cement/concrete, in 3% schools floors are made of mosaic chips and in 42% schools they are made of material other than wood, brick, cement. The corresponding percentages among 78 urban higher secondary schools are 58, 4, and 38, respectively.

From the point of view of masonry work it is observed that more than 90% of the schools have white-wash colour internally as well as externally as evident from Table 14. Almost in all the schools frames and shutters of doors and windows have been made of wood rather than steel as per Table 15. Further 85% and 65% of the schools with pukka buildings have fully pannelled shutters in doors and windows, respectively, while in 15% and 34% schools these are made partly of glass and partly of wood. Only 1% schools have fully glazed shutters of windows as evident from Table 16. Partly glazed



& partly paneled shutters of doors and windows are more in urban schools as compared to rural schools.

There are only five rural government schools in kachcha buildings/or thatched huts of which one is secondary school and four are higher secondary schools. All of them have kachcha floors and walls have been made of brick/stone. Three of them have roofs made of clay/manglor tiles and two have roofs made of tin sheets as per Table 17.

#### 5.5.4 Light, Ventilation and Other Fittings in Schools

All the secondary and higher secondary schools except one government higher secondary school have adequate natural lights and proper ventilation in most of the rooms. In majority of the private schools artificial lights are adequate while in majority of the government schools artificial lights are inadequate as evident from Table 18.

Among 15 secondary schools 47% have adequate electrical fittings & fixtures. Urban higher secondary schools are better placed than rural higher secondary schools as far as adequacy of electrical fittings and fixtures is concerned because 62% urban and 43% rural higher secondary schools have adequate electrical fittings and fixtures. Also private higher secondary schools are better than government higher secondary schools in this regard.

All the schools except two secondary schools and one higher secondary school have blackboards free from the sun-glaze in most of the rooms as per Table 19.

### 5.6 Ownership, Original Purpose and Adequacy of School Buildings

#### 5.6.1 Ownership of the School buildings

80% of the secondary schools have their own buildings either by way of construction or by donation and 20% are running in rent free buildings. Among 42 rural higher secondary schools 95% have their own buildings either by way of construction.



er by donation and 5% are running in rent free or partly owned and partly rent free buildings. Of the 7 urban higher secondary schools 74% have their own buildings either by way of construction or by donation, 12% are running in rented buildings and 14% in rent free or partly owned and partly rent free buildings as per Table 20.

It may be noted that rural higher secondary schools are better placed than urban higher secondary schools as far as ownership of school buildings either by way of construction or by donation is concerned. Also the government higher secondary schools are better than private higher secondary schools in this regard.

#### 5.6.2 Original Purpose of Construction of Buildings.

In 74% of the secondary schools the building was constructed originally for a school while in 2% secondary schools it was constructed originally for temple/dharamshala/religious place/panchayat ghar. In 88% of the rural higher secondary schools the building was constructed originally for a school, in 7% schools for residential purpose and in 5% schools for temple/dharamshala/religious place etc. In 80% of the urban higher secondary schools the building was constructed originally for a school, in 8% schools it was constructed for residential purpose and in 11% schools for a temple/dharamshala/panchayat ghar etc. as evident from Table 21.

As regards regular use of school accommodation for purposes other than teaching, it is observed that in only 11% schools it is being used for running another school/college/ private part-time classes/adult/non-formal education centres as evident from Table 23.

#### 5.6.3 Adequacy of Class-rooms in the School Buildings.

Of the 15 secondary schools covered under the study 14 have adequate number of class-rooms and one school has a shortage of 2 rooms as per Table 24. Among 42 rural higher secondary schools 76% have adequate number of class-rooms



and 19% have shortage of 1-2 rooms and 5% have shortage of 3 rooms. Among 78 urban higher secondary schools 82% have adequate number of class-rooms, 3% have shortage of 1-2 rooms, 10% have shortage of 3-4 rooms and 4% have shortage 5-6 rooms and 1% have shortage of 7-8 rooms.

The private higher secondary schools are better than government higher secondary schools as far as adequacy of class-rooms is concerned because in rural areas 72% of the government and 90% of the private higher secondary schools and in urban areas 71% of the government and 85% of the private higher secondary schools have adequate number of class-rooms.

As regards sources for additional construction in schools, besides government and management committees, 4% schools are getting contribution from the community and 5% schools are charging fees from the students and 2% have other sources as evident from Table 25.

## 5.7 Science Laboratories, Subject Rooms and other Accommodation in Schools

### 5.7.1 Science Laboratories in Secondary Schools

Of the 15 secondary schools 5 do not have any laboratory with them and 11 have only one combined laboratory and the remaining five have separate laboratories for each of the physics, chemistry and biology as evident from Table 26. Eleven laboratories out of the twenty have adequate space in them according to school authorities. However, only six laboratories have its area more than 67.62 sq. mtrs. prescribed by K.V.S. Further, only six laboratories have store-cum-preparation room and in only one of them the space in the store-cum-preparation room is adequate. None of the laboratories has dark/balance/museum room as per Table 27.





As regards different facilities in laboratories it is observed that out of ten secondary schools where science laboratories exist, only two schools have adequate running water taps, six have adequate electrical fittings for performing experiments and four have other auxiliary fittings and fixtures for performing experiments in the laboratories as evident from Table 28. Furthermore only 13 schools where girls are admitted none of them has been science laboratory as evident from Table-34.

#### 5.7.2 Science laboratories in Higher Secondary Schools

Among 42 rural higher secondary schools 21%, 41%, 12% and 26% schools have no laboratory, one laboratory, two laboratories and three laboratories, respectively. The corresponding percentages for 78 urban higher secondary schools are 6, 27, 12, and 55, respectively. Thus urban higher secondary schools are better placed as far as existence of science laboratories is concerned. Also private higher secondary schools are better than government higher secondary schools in this regard. 50% of the laboratories in rural higher secondary schools and 67% of the laboratories in urban higher secondary schools have adequate space in them according to school authorities. However, only 8% laboratories in rural higher secondary schools and 28% laboratories in urban higher secondary schools have its area more than 67.72 sq. mtrs. prescribed by K.V.S. Only 22% laboratories in rural higher secondary schools and 37% laboratories in urban higher secondary schools have store-cum-preparation room. Further only 10% laboratories in rural higher secondary schools and 31% laboratories in urban higher secondary schools have adequate space in the store-cum-preparation room as reported by the school authorities. None of the Physics/Chemistry/Biology laboratories in rural higher secondary schools has



dark/balance/museum room. However, in the urban higher secondary schools 12% of the physics laboratories 4% of the chemistry and 4% of the biology laboratories have dark, balance and museum room, respectively.

As regards different facilities in the science laboratories it is observed that out of 33 rural higher secondary schools where science laboratories exist only 21% schools have adequate running water taps, 52% have adequate electrical fitting for performing experiments and 42% have other adequate fittings and fixtures for performing experiments in the laboratories. The corresponding percentages among 73 urban higher secondary where science laboratories exist are 44, 71, and 58, respectively. It may be seen that urban higher secondary schools are better placed than rural higher secondary schools as far as facilities in the laboratories are concerned.

Among 38 rural higher secondary schools where girls are admitted, none of them has home science laboratory, while in the 48 urban higher secondary schools where girls are admitted only 13% have home science laboratories.

### 5.7.3 Subject Rooms in Schools

(a) Secondary schools : Of the 15 secondary schools only one school has science lecture room with adequate space, two schools have separate special studies room with adequate space and one with inadequate space, two schools have work experience/craft room with adequate space and one with inadequate space as evident from Table 29. Of the 13 secondary schools where girls are admitted only one school has girls common room as per Table 34.

### (b) Higher Secondary Schools :

Among 42 rural higher secondary schools one (2%) school has separate science lecture room with adequate



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space and one with inadequate space, one school has separate special studies room <sup>that is</sup> with inadequate space, one school has separate work experience/craft room with adequate space and one with inadequate space as reported by the school authorities. Of the 70 urban higher secondary schools 5% schools have separate science lecture room with adequate space and 4% with inadequate space, 9% ~~have~~ schools have separate special studies room with adequate space and 10% with inadequate space, 3% schools have separate art/drawing room with adequate space and 3% with inadequate space, 1% schools have separate activity/audio room with adequate space and 9% with inadequate space, 21% schools have separate work experience/craft room with adequate space and 12% with inadequate space.

It is, therefore, very clear that separate subject rooms are available in negligible number of schools. The situation is little better in urban higher secondary schools but far from satisfactory. Necessary efforts should be made to provide separate subject rooms in higher secondary schools as well as in secondary schools, wherever possible, for imparting instructions in better environment.

#### 1. Other Accommodation in Schools

Of the 15 secondary schools 40% schools have separate library room with a seating capacity between 10 to 49 students as per Table 30. However, only 13% schools have reported that they have adequate space in the library room. Among 42 rural higher secondary schools 29% have separate library room with a capacity between 1 to 99 students and 12% schools have adequate space in the library room, while among the 38 urban higher secondary schools 49% have separate library room and 24% have adequate space in it. The higher secondary schools in urban areas are better



placed than rural higher secondary schools as far as separate library room and adequacy of space in it is concerned. Also the private higher secondary schools are better than government higher secondary schools in this regard.

Among 15 secondary schools 47% have separate room for the Principal and 53% schools have combined room for Principal and the Office but in only 13% schools the space in the combined room is adequate as evident from Table 31. None of the secondary schools has a separate room for Vice-Principal or Visitors. 13% secondary schools have physical education teacher room and 7% schools have general staff room with adequate space. 67% of the secondary schools have staff common room but in only 53% schools its space is adequate. 59% rural and 65% urban higher secondary schools have separate room for the Principal but in only 43% rural and 55% urban schools its space is adequate. 41% rural and 35% urban higher secondary schools have combined room for the Principal and the Office. However, in only 7% rural and 6% urban higher secondary schools the space in this combined room is adequate. Thus 50% rural and 39% urban higher secondary schools do not have adequate space either in the separate room or in the combined room for Principal and the Office. Only 2% rural and 6% urban higher secondary schools have separate room for Vice-Principal with adequate space. 57% rural and 68% urban higher secondary schools have staff common room but in only 36% rural and 54% urban schools its space is adequate. 12% rural and 22% urban higher secondary schools have physical education teacher room but in only 5% rural and





17% urban higher secondary schools its space is adequate. Only 8% urban higher secondary schools have visitors room with adequate space. 36% rural and 32% urban higher secondary schools have general store room but in only 19% rural and 27% urban higher secondary schools its space is adequate as evident from Table 31.

It may be seen that adequate facility of Vice-Principal's room, Physical education teacher room, visitors room and the general store room is not available in majority of higher secondary schools. However, urban higher secondary schools are better placed than rural higher secondary schools as far as various administrative spaces are concerned.

As regards services and support spaces, 3 (20%) secondary schools have NCC/ACC/Scout rooms with adequate space and only one school has games and sports store room that too with inadequate space as per Table 31. Among 42 rural higher secondary schools 10%, 2%, 24% and 19% schools have NCC/ACC/Scout room, medical first-aid room, book store and games and sports store room, respectively. The corresponding percentages among 78 urban higher secondary schools are 45, 5, 23, and 38, respectively. It may be seen that very few secondary and higher secondary schools have services and support rooms. However, urban higher secondary schools are better in this regard.

As regards ancillary spaces only one secondary school has assembly hall with adequate space as evident from Table 33. Among 42 rural higher secondary schools only 21% have assembly hall and in only 7% schools its space is adequate. Further among 78 urban higher secondary schools 23% have assembly hall and in most of them its space is adequate as reported by the schools authorities. Other ancillary spaces such as hobbies club room, audiovisual room, museum



room and boys common room is available in only one urban higher secondary school. As regards vocational education it is being taught in two secondary schools and only one of them has vocational laboratory that too with inadequate space. None of the three rural higher secondary schools, where vocational education is being taught, has vocational laboratories. 28% urban higher secondary schools are teaching vocational education but only 14% have vocational laboratories and in only 9% schools its space is adequate as per Table 35.

## 5.8 Drinking Water, Toilet Facility in School Buildings

### 5.8.1 Drinking water facility

73% of the secondary schools and 92% of the higher secondary schools have drinking water facility. 13% secondary schools and 31% higher secondary schools have more than one source of drinking water. However, in 20% secondary and 12% higher secondary schools water is brought from outside and stored in pots/tanks as per Table 36.

### 5.8.2 Toilet Facility

Among 15 secondary schools 47% (comprising one boys, one girls and five co-educational schools) do not have proper toilet facility as evident from Table 37. Of the 42 rural higher secondary schools 64% (comprising one boys, one girls and 25 co-educational schools) do not have proper toilet facility, while among 78 urban higher secondary schools 23% (comprising 10 boys, one girls and 7 Co-educational schools) do not have proper toilet facility. Thus urban higher secondary schools are better placed than rural higher secondary schools as far as proper toilet facility is concerned. Also the private higher secondary schools are better than government higher secondary schools in this



regard. As per type of schools 32% boys, 9% girls and 48% co-educational higher secondary schools do not have proper toilet facility. Further it is observed that in most of the secondary and higher secondary schools where this facility exists, it is available within campus, as evident from Table 38.

#### 5.9 Playground, Canteen and Cycle-stand facility in the School :

##### 5.9.1 Playground in Schools :

Among 15 secondary schools 67% have playground facility (53% within campus and 14% outside the campus) as per table 39. Of the 42 rural higher secondary schools 86% have playground facility (52% within the campus and 34% outside the campus) while among 76 urban higher Secondary schools this percentage is 78 (61% within the campus and 17% outside the campus). In all 84% higher Secondary schools have playground facility.

As regards area for indoor games in the schools, none of the secondary schools has this facility. Only one rural <sup>private</sup> higher secondary school and 14% urban higher Secondary schools (comprising one government and 10 private schools) have this facility as evident from Table 40.

##### 5.9.2 Canteen and Cycle Stand facility in the Schools

None of the secondary schools and only 4% higher secondary schools have canteen facility as per Table 41. As regards cycle stand in the campus about one-third of the schools have this facility. Urban higher Secondary schools are better placed in comparison to rural higher secondary schools as far as cycle stand facility is concerned. Also the private higher secondary schools are better than government higher secondary schools in this regard.



#### 5.10 Hostel Facility in Schools :

Among 15 secondary schools only one school is having its own hostel as evident from Table 42. None of the rural higher secondary schools has hostel facility. Among 78 urban higher secondary schools only 5% schools are having their own hostel building. Urban higher secondary schools are better than rural higher secondary schools as far as hostel facility is concerned. In none of the hostels more students are residing than its intake capacity.

#### 5.11 Maintenance of School Buildings

##### 5.11.1 Periodical Maintenance of School Buildings and Sources of Funds

Among 15 secondary schools it is observed that 73% schools are having periodical maintenance of buildings. Of the 42 rural higher secondary schools 64% are having periodical maintenance of school buildings and this percentage among 78 urban higher secondary schools is 92. Thus urban higher secondary schools are better than rural higher secondary schools as far as periodical maintenance of school buildings is concerned.

In most of the schools funds are provided for maintenance of school buildings by their respective management, but a few schools have reported about contribution from the community, charging fee from the students or maintaining it from other sources as evident from Table 43.

##### 5.11.2 Dampness in School Buildings :

As regards general condition of school buildings it is observed that one-third of the secondary and higher secondary schools are affected by dampness as per Table 44. It may be noted that private higher secondary schools





in rural areas as well as in urban areas are less affected by dampness than corresponding government higher secondary schools.

#### 5.11.3 Leakage from Roofs in School Buildings :

Among 15 secondary schools 47% have leakage from the roofs as per Table 45. Among higher secondary schools 50% in rural areas and 44% in urban areas are having leakage from roofs. It will be worthwhile to note that private higher secondary schools in rural as well as in urban areas are less affected by leakage from roof than corresponding government higher secondary schools.

#### 5.11.4 Condition of Doors and Windows and Lockability of School Buildings :

Doors and windows of 67% secondary schools, 57% rural higher secondary schools and 35% urban higher secondary schools are painted as evident from Table 46. Further doors and windows in almost <sup>all the schools</sup> order as reported by school authorities. 80% of the secondary schools and 79% of the higher secondary schools in rural areas and 95% in urban areas have lockable buildings.

Thus efforts should be made to improve the buildings having dampness in walls, roofs and floors and also necessary repairs should be made to stop the leakage from roofs in the affected schools.

#### 5.12 Main Findings and Recommendations :

i) Majority of schools do not have enough land with them and also per child availability of land is on the lower side. Further majority of the schools have class-rooms per child covered area less than the norms prescribed by the KVS. Efforts should be made to provide additional land and accommodation in the needy schools.



- ii) The condition of boundary walls is not satisfactory as 18% of the schools have no demarcation<sup>or</sup> of boundaries at all and in another 12% of the schools boundaries are totally uncovered. Efforts should be made for demarcation of school boundaries and construction of pucca boundary walls particularly in girls and co-educational schools.
- iii) Metalled approach roads to school campus should be provided especially in rural areas so that water does not stagnate during rainy season. Further in schools with unlevelled campuses and inadequate drainage system, particularly in rural areas, efforts should be made to improve the situation.
- iv) Efforts should be made to provide permanent structure required by 5 schools which do not have pucca buildings.
- v) About 15% schools do not have any expansion potential. Efforts should be made to provide extra land to these schools for expansion purposes as they do not have potentiality of construction on upper storey.
- vi) In majority of the schools fittings and fixtures are not adequate and also the condition of fittings and fixtures is not satisfactory. Efforts should be made to improve the condition of electrical fittings and fixtures in the affected schools.
- vii) 8% schools have shortage of 1-2 classrooms, 7% schools have shortage of 3-4 classrooms and another 3% schools have shortage of more than 4 classrooms. Efforts should be made to provide needed classrooms in the concerned schools.
- viii) 14% of the schools do not have any science laboratory at all. Efforts need to be made to provide atleast one combined science laboratory in these schools. Further adequate running water taps and necessary fittings and fixtures should be provided in the laboratories for performing experiments. Home Science laboratory also needs to be provided, wherever, necessary.



- ix) Separate subject-rooms are available in negligible number of schools. Efforts should be made to provide separate subject-rooms especially in higher secondary schools for imparting instructions in better environment.
- x) About 60% of the schools do not have separate library room which is an alarming situation. Efforts should be made by the respective managements of such schools to provide separate library room in these schools as early as possible.
- xi) Services and support spaces are not available in majority of schools which need to be provided. Also girls common-room should be provided in needy schools.
- xii) 10% of the schools do not have drinking water facility which need to be provided at the earliest.
- xiii) About two-fifths of the schools do not have proper toilet facility, which is a very alarming situation. Efforts should be made to provide proper toilet facility at the earliest especially in girls and co-educational schools.
- xiv) About two-thirds of the schools do not have cycle stand facility, which need to be provided.
- xv) About one-third of the schools are affected by dampness in walls, roofs and floors. Also good number of schools are affected by leakage from roofs. Efforts should be made by the concerned authorities to remove these defects by providing better maintenance services in the schools.



-45-

TABLE - 1

SCHOOLS AS PER AREA, TYPE AND MANAGEMENT

BIHAR

Area	Type of Schools	Secondary Schools						Higher Secondary Schools						Total			
		Govt.			Private			Govt.			Private			Govt.		Private	
		Boys	Girls	Total	Aided	Unaided	Total	Boys	Girls	Total	Aided	Unaided	Total	Boys	Girls	Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
R U R A L	Boys	31	-	32	1	-	32	-	-	-	1	-	-	-	-	-	33
	Girls	5	-	6	1	-	6	-	-	-	-	-	-	1	-	-	6
	Co-ed.	90	-	90	-	-	90	-	-	-	-	-	-	-	-	-	90
	Total	126	-	128	2	-	128	-	-	-	1	-	-	2	-	-	129
U R B A N	Boys	17	-	17	-	-	17	-	-	-	2	-	-	-	-	-	19
	Girls	4	-	4	-	-	4	-	-	-	-	-	-	-	-	-	5
	Co-ed.	8	-	8	-	-	8	-	-	-	4	-	-	12	-	-	12
	Total	29	-	29	-	-	29	-	-	-	7	-	-	36	-	-	36
T O T A L	Boys	48	-	49	1	-	49	-	-	-	3	-	-	51	-	-	52
	Girls	9	-	10	1	-	10	-	-	-	1	-	-	10	-	-	11
	Co-ed.	98	-	98	-	-	98	-	-	-	4	-	-	102	-	-	102
	Total	155	-	157	2	-	157	-	-	-	8	-	-	163	-	-	165





TABLE -2

## LAND AVAILABLE WITH SCHOOLS

STATE BIHAR

Schools	Area	Management	Land available with schools (in square meters)										
			Less than 1000	1001 to 2500	2501 to 5000	5001 to 7500	7501 to 10000	10001 to 15000	15001 to 20000	20001 to 50000	Above 50000	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	-	5	3	2	4	4	7	80	21	126	
		Private	-	-	-	-	-	-	1	-	1	2	
	Urban	Govt.	-	5	3	1	1	4	-	14	1	29	
		Private	-	-	-	-	-	-	-	-	-	-	
	Total	Govt.	-	10	6	3	5	8	7	94	22	155	
		Private	-	-	-	-	-	-	1	-	1	2	
Higher Secondary	Rural	Govt.	-	-	-	-	-	-	-	-	1	1	
		Private	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	-	-	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	1	-	5	1	7	
	Total	Govt.	-	-	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	1	-	5	2	8	
		Private	-	-	-	-	-	-	-	-	-	-	

Note : 1. Local body schools have been clubbed with Government schools.

Note : 1. Local body schools have been clubbed with Government Schools.  
 2. Private Aided and Unaided schools have been clubbed together.



SCHOOLS ACCORDING TO PER CHILD  
LAND AVAILABLE WITH THEM

BTHAR



Percentage of Covered area on Ground Floor  
Against Total Area Available in Schools

STATE : BIHAR

Schools	Area	Management	Covered Area in Percentage				Total
			Less than 25%	25% to less than 50%	50% to less than 75%	75% and above	
Secondary	Rural	Government	114	9	3	—	126
		Private	1	—	1	—	2
	Urban	Government	22	6	—	1	29
		Private	—	—	—	—	—
	Total	Government	136	15	3	1	155
		Private	1	—	1	—	2
Higher Secondary	Rural	Government	1	—	—	—	1
		Private	—	—	—	—	—
	Urban	Government	6	1	—	—	7
		Private	—	—	—	—	—
	Total	Government	7	1	—	—	8
		Private	—	—	—	—	—



TABLE - 5

SCHOOLS ACCORDING TO PER STUDENT CLASS-ROOM COVERED AREA

Schools	Area	Management	Per Student Class-room Covered Area (In Sq. mtrs.)							
			less than 0.50	0.50 & less than 0.75	0.75 & less than 1.00	1.00 & less than 1.25	1.25 & less than 1.50	1.50 & above	Total	
1	2	3	4	5	6	7	8	9	10	
Secondary	Rural	Govt.	34	51	29	8	3	1	9	10
		Private	-	2	-	-	-	-	-	-
	Urban	Govt.	8	15	5	1	-	-	-	126
		Private	-	-	-	-	-	-	-	2
Higher Secondary	Total	Govt.	42	66	34	9	3	1	-	29
		Private	-	2	-	-	-	-	-	-
	Rural	Govt.	1	-	-	-	-	-	-	155
		Private	-	-	-	-	-	-	-	2
Secondary	Urban	Govt.	3	4	-	-	-	-	-	1
		Private	-	-	-	-	-	-	-	-
	Total	Govt.	4	4	-	-	-	-	-	7
		Private	-	-	-	-	-	-	-	-
Higher Secondary	Rural	Govt.	-	-	-	-	-	-	-	8
		Private	-	-	-	-	-	-	-	-
	Urban	Govt.	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
Secondary	Total	Govt.	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
	Rural	Govt.	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
Higher Secondary	Urban	Govt.	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
	Total	Govt.	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-





STATE : BIHAR

TABLE -6

SCHOOLS AS PER DEMARCATION OF BOUNDARY

Schools	Area	Management	No Demarcation	Demarcation of Boundary			
				a	b	c	d
Secondary	Rural	Government	56	19	4	15	12
		Private	-	1	-	1	20
	Urban	Government	6	13	-	1	-
		Private	-	-	-	-	5
	Total	Government	62	32	4	16	16
Higher Secondary	Rural	Government	-	1	-	1	-
		Private	-	-	-	-	-
	Urban	Government	-	5	1	1	-
		Private	-	-	-	-	-
	Total	Government	-	5	1	1	1

a) Pucka compound wall on all sides.

b) Barbed wire fencing/Hedge on all sides.

c) Partly pukka compound wall and partly hedge/barbed wires on all sides.

d) Pucka compound wall/hedge/barbed wire in few sides only (i.e. few sides yet to be covered).

e) Without a, b, c and d above.



SCHOOLS IS PER APPROACH ROADS, INTERNAL  
LEVELLING AND DRAINAGE SYSTEM

STATE : BIHAR

Schools	Area	Management	Metalled Approach Roads	Unmetalled Approach Roads		Properly levelled with adequate drainage system		Water stagnates in the school premises during the rainy season	
				Water stagnates	Water does not stagnate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10
Secondary	Rural	Government	74	31	21	48	78	48	30
		Private	2	-	-	1	1	-	1
	Urban	Government	26	-	3	11	18	8	10
		Private	-	-	-	-	-	-	-
	Total	Government	100	31	24	59	96	56	40
		Private	2	-	-	1	1	-	1
Higher Secondary	Rural	Government	1	-	-	1	-	-	-
		Private	-	-	-	-	-	-	-
	Urban	Government	7	-	-	2	5	3	2
		Private	-	-	-	-	-	-	-
	Total	Government	8	-	-	3	5	3	2
		Private	-	-	-	-	-	-	-



SCHOOLS ACCORDING TO THEIR SITE AND CATCHMENT AREA

STATE : BIHAR

Area	Schools	School site is free from						Located properly in relation to community	
		Heavy traffic		Noisy environment		Noxious industries			
		Yes	No	Yes	No	Yes	No	Yes	No
		1	2	3	4	5	6	7	8
Rural	Boys	31	2	33	-	33	-	31	2
	Girls	5	1	5	1	5	1	6	-
	Co-Educational	79	11	78	12	80	10	81	9
	Total	115	14	116	13	118	11	118	11
Urban	Boys	13	6	15	4	14	5	19	-
	Girls	4	1	5	-	5	-	5	-
	Co-educational	8	4	9	3	10	2	11	1
	Total	25	11	29	7	29	7	35	1



TABLE -9

SCHOOLS ACCORDING TO SPACE FOR MORNING  
ASSEMBLY AND DEVELOPMENT OF THE CAMPUS

STATE : BIHAR

Schools	Area	Management	Sufficient space for morning assembly		Whether running in one campus		Whether the school campus has been developed in a planned manner	
			Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9
Secondary	Rural	Government	126	-	126	-	91	32
		Private	2	-	2	-	2	-
	Urban	Government	29	-	29	-	20	9
		Private	-	-	-	-	-	-
	Total	Government	155	-	155	-	114	41
		Private	2	-	2	-	2	-
Higher Secondary	Rural	Government	1	-	1	-	1	-
		Private	-	-	-	-	-	-
	Urban	Government	7	-	7	-	5	2
		Private	-	-	-	-	-	-
	Total	Government	8	-	8	-	6	2
		Private	-	-	-	-	-	-





TABLE - 10

## SCHOOLS ACCORDING TO BUILDINGS

STATE : BIHAR

Schools	Area	Management	Type of Schools and their buildings																	
			Boys				Girls				Co-educational				Total					
			P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Sec- ondary	Rural	Government	11	20	-	-	4	1	-	-	-	36	54	-	-	51	75	-	-	
		Private	1	-	-	-	1	-	-	-	-	-	-	-	-	2	-	-	-	
	Urban	Government	9	8	-	-	4	-	-	-	-	5	3	-	-	12	11	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Higher Sec- ondary	Total	Government	20	28	-	-	8	1	-	-	-	41	57	-	-	69	86	-	-	
		Private	1	-	-	-	1	-	-	-	-	-	-	-	-	2	-	-	-	
	Rural	Government	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Urban	Government	2	-	-	-	1	-	-	-	-	4	-	-	-	7	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total	Government	3	-	-	-	1	-	-	-	-	4	-	-	-	8	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Note : P.B. -Pucca Buildings; T.H./K.B. -Thatched Huts/ Kachcha Buildings; T.A.- Tent ed Accommodation;  
O.S. -Open Space



TABLE -11

## PUCKA BUILDINGS AS PER YEAR OF CONSTRUCTION

STATE :

BIHAR

Schools	Area	Management	Year of construction					Total
			Up to 1950	1951-60	1961-70	1971-80	1981 & onward	
1	2	3	4	5	6	7	8	9
Secondary	Rural	Government	8	15	16	12	-	51
		Private	-	-	2	-	-	2
	Urban	Government	5	2	8	2	1	18
		Private	-	-	-	-	-	-
	Total	Government	13	17	24	14	1	69
		Private	-	-	2	-	-	2
Higher Secondary	Rural	Government	-	1	-	-	-	1
		Private	-	-	-	-	-	-
	Urban	Government	4	2	1	-	-	7
		Private	-	-	-	-	-	-
	Total	Government	4	3	1	-	-	8
		Private	-	-	-	-	-	-



TABLE -12

SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCORDING TO NUMBER OF STOREYS AND POTENTIALITY OF CONSTRUCTION ON UPPER STOREY

STATE : BIHAR

Number of Storeys in the Building	Schools with extra land and potentiality of construction on upper storey									
	Rural					Urban				
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11
Single	40	5	1	-	41	5	9	-	4	1
Double	5	1	-	-	5	1	6	1	2	-
Threes	1	-	-	-	1	-	-	-	-	-
More than Three	-	-	-	-	-	-	-	-	-	-
Total	46	6	1	-	47	6	15	1	6	1
									21	2

Contd.../



TABLE -12 Contd.....

STATE : BIHAR

Number of Storeys in the Building	Schools with no extra land and potentiality of construction on upper storey									
	Rural					Urban				
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11
Single	1	-	-	-	1	-	-	-	-	12
Double	-	-	-	-	-	-	-	-	-	-
Three	-	-	-	-	-	-	1	1	-	13
More than Three	-	-	-	-	-	-	-	-	-	-
Total	1	-	-	-	1	-	1	1	-	1





SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS,  
ROOFS AND FLOORS

3442

[illegible]











TABLE 16

SCHOOLS WITH PUCKA BUILDINGS AS PER DOOR/  
WINDOW SHUTTERSSTATE: BIHAR

Schools	Area	Management	Schools			Having			
			Doors with		Fully panne- lled shu- tters	Fully glazed and partly panne- lled shutters	Fully glazed shutters	Partly glazed and partly panneled shutters	Fully pannelled shutters
			Fully glazed shutters	Partly gla- zed and par- tly panne- lled shutters					
1	2	3	4	5	6	7	8	9	
Secun- dary	Rural	Govt.	3	-	48	1	-	50	
		Private	-	-	2	-	2	-	
	Urban	Govt.	-	4	14	1	3	14	
		Private	-	-	-	-	-	-	
	Total	Govt.	3	4	62	2	3	64	
		Private	-	-	2	-	2	-	
Higher Secun- dary	Rural	Govt.	-	-	1	-	-	1	
		Private	-	-	-	-	-	-	
	Urban	Govt.	-	3	4	-	2	5	
		Private	-	-	-	-	-	-	
	Total	Govt.	-	3	5	-	2	6	
		Private	-	-	-	-	-	-	









TABLE 18

SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT  
AND VENTILATION

STATE: BIHAR

Schools	Area	Management	SCHOOLS HAVING									
			Natural Lights		Artificial Lights		Both Natural and Artificial Lights		Properly Ventilated			
			Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11		
Second- dary	Rural	Govt.	114	1	—	—	11	—	124	2		
		Private	1	1	—	—	—	—	2	—		
	Urban	Govt.	26	—	—	—	3	—	29	—		
		Private	—	—	—	—	—	—	—	—		
	Total	Govt.	140	1	—	—	14	—	153	2		
		Private	1	1	—	—	—	—	2	—		
Higher Second- dary	Rural	Govt.	—	—	—	—	1	—	1	—		
		Private	—	—	—	—	—	—	—	—		
	Urban	Govt.	3	—	—	—	4	—	7	—		
		Private	—	—	—	—	—	—	—	—		
	Total	Govt.	3	—	—	—	5	—	8	—		
		Private	—	—	—	—	—	—	—	—		



TABLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS/  
FIXTURES AND SITUATION OF BLACKBOARDSSTATE BIHAR

Schools	Area	Management	Schools having adequate electrical fittings and fixtures		Schools having satisfactory condition of electrical fittings and fixtures		Schools having black-board in most of the rooms free from sun glazes	
			Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9
Secondary	Rural	Govt.	14	112	13	113	116	10
		Private	1	1	1	1	2	-
	Urban	Govt.	11	18	10	19	29	-
		Private	-	-	-	-	-	-
Higher Secondary	Total	Govt.	25	130	23	132	145	10
		Private	1	1	1	1	2	-
	Rural	Govt.	-	1	-	-	1	-
		Private	-	-	-	-	-	-
Total	Urban	Govt.	3	4	3	4	7	-
		Private	-	-	-	-	-	-
	Total	Govt.	3	5	3	5	8	-
		Private	-	-	-	-	-	-



3 I HAR

TABLE 20  
OWNERSHIP OF SCHOOL BUILDINGS

[illegible]





SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

[illegible]



TABLE 22

SCHOOLS RUNNING IN RENT-FREE BUILDINGS AND  
THE PURPOSE FOR WHICH BUILDINGS WERE CONSTRUCTED

STATE		Purpose for which the Building was originally constructed									
Schools	Area	Management	Temple/Mosque Church/ Other reli- gious place	Private House	Choupal/ Panchayat Ghar	Any other				Total of I to IV)	Total of I to IV)
						I) Civil Court	II)	III)	IV)		
1	2	3	4	5	6	7	8	9	10	11	12
Second- dary	Rural	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
	Urban	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
Higher Secon- dary	Total	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
	Rural	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
Higher Secon- dary	Urban	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
	Total	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-







TABLE 24  
SCHOOLS ACCORDING TO SHORTAGE OF CLASS ROOMS

BIHAR

STATES:

[illegible]





TABLE 25

## SOURCES OF FUNDS FOR ADDITIONAL CONSTRUCTION IN SCHOOLS

STATE:

BIHAR

Sources of Funds									
Schools	Area	Management	Government	Local Body	Management Committee for Private Aided and Unaided Schools	Contribution by Community	Fee charged from the students for this purpose	Any other	
Secondary	1	2	3	4	5	6	7	8	9
	Rural	Govt.	123	-	-	-	2	14	2
		Private	1	-	-	-	-	-	1
	Urban	Govt.	27	-	-	-	-	3	-
		Private	-	-	-	-	-	-	-
	Total	Govt.	150	-	-	-	2	17	2
		Private	1	-	-	-	-	-	1
	Higher Secondary	Rural	Govt.	1	-	-	-	-	-
			Private	-	-	-	-	-	-
		Urban	Govt.	7	-	-	-	-	2
Private			-	-	-	-	-	-	-
Total		Govt.	8	-	-	-	-	2	-
		Private	-	-	-	-	-	-	-



TABLE 26

## SCHOOLS ACCORDING TO NUMBER OF SCIENCE LABORATORIES

Bihar

STATE:

## SCHOOLS HAVING

Schools	Area	Management	Two laboratories						Second Laboratory		
			No. of Laboratory	One laboratory		First laboratory		Having 67.62 Sq. mtrs. or more area	No. of Schools	Space Ade-quate according to schools	Having 67.62 Sq. mtrs. or more area
1	2	3	4	5	6	7	8	9	10	11	12
Secondary	Rural	Govt.	49	55	6	1	11	3	-	2	-
		Private	1	-	-	-	1	-	-	-	-
Urban	Govt.	Govt.	9	7	1	1	5	1	-	1	-
		Private	-	-	-	-	-	-	-	-	-
Total	Govt.	Govt.	58	62	7	2	16	4	1	3	-
		Private	1	-	-	-	1	-	-	-	-
Higher Secondary	Rural	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
Urban	Govt.	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-
Total	Govt.	Govt.	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-

Contd. ....



TABLE 2.6 (Contd...)

Schools Area	Management	Three Laboratories						
		No. of Schools	First laboratory		Second laboratory		Third laboratory	
			Space Adequ- ate according to schools	Having 67.62 Sq. mtrs. or more area	Space adequ- ate according to schools	Having 67.62 Sq. mtrs. or more area		
1	2	13	14	15	16	17	18	19
Sec- ond- ary	Rural	11	4	2	4	1	3	1
		-	-	-	-	-	-	-
	Govt.	8	4	-	4	-	4	-
	Private	-	-	-	-	-	-	-
	Total	19	8	2	8	1	7	1
Higher Sec- ond- ary	Rural	1	1	-	1	-	1	-
		-	-	-	-	-	-	-
	Govt.	7	6	2	5	3	5	2
	Private	-	-	-	-	-	-	-
	Total	8	7	2	6	3	6	2
		-	-	-	-	-	-	-



SCHOOLS ACCORDING TO SUBJECT-WISE LABORATORIES  
AND OTHER RELATED SPACES IN THEM

BIHAR[illegible]

CONT'D.....





Schools	Area	Management	Biology						Combined			
			Schools having Lab.	Schools having Store-preparation room	Whether space adequate	Schools having museum	Whether space adequate	Schools having Lab.	Schools having Store-preparation room	Whether space adequate	Schools having Dark/balance room/museum	Whether space adequate
1	2	3	14	15	16	17	18	19	20	21	22	23
Secondary	Rural	Govt.	13	2	2	-	-	55	14	11	4	3
		Private	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	8	2	1	-	-	7	1	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	21	4	3	-	-	62	15	11	4	3
		Private	-	-	-	-	-	-	-	-	-	-
Higher Secondary	Rural	Govt.	1	1	1	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	7	5	4	3	1	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	8	6	5	3	1	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-



SCHOOLS ACCORDING TO FACILITIES AVAILABLE AND  
SPECIAL BOTTLENECKS IN THE LABORATORIES

STATE: BIHAR

SCHOOLS

Schools	Area	Adequate running water taps in labs.		Adequate electrical fittings for performing experiments in labs.		Adequate fittings and fixtures for performing experiments in labs.		Bottle-necks in the laboratories																					
		Yes	No	Yes	No	Yes	No	Physics			Chemistry			Biology			Home Science				Combined								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23					
	2	3	4	5	6	7	8																						
Secondary	Rural	-	78	5	73	8	70	1	4	1	1	2	2	1	4	1	-	-	-	-	-	4	2	1					
	Urban	6	14	5	15	5	15	2	-	1	2	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	
	Total	6	92	10	88	13	85	3	4	2	3	3	2	2	4	2	-	-	-	-	-	4	2	1					
Higher Secondary	Rural	1	-	-	1	-	1	-	-	1	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	
	Urban	4	3	5	2	5	2	1	-	1	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total	5	3	5	3	5	3	1	-	2	2	-	1	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	

Physics 1. Lack of Proper Fittings 2. Lack of Apparatus 3. No Balanced Store Room

Chemistry 1. Lack of Proper Fittings 2. Lack of Apparatus 3. Lack of Apparatus

Biology: 1. Lack of Proper Fittings (Need of Botanical Garden) 2. Lack of Apparatus 3. No Balanced Store Room

Home Science: 1. Lack of Proper Fittings & Water Fittings 2. Separate Lab. required 3. No Balance and Store Room



TABLE 19  
SCHOOLS HAVING SUBJECT ROOMS

BIHAR

# STATES:

[illegible]



TABLE 30

## SCHOOLS HAVING LIBRARY

BIHAR

STATE:

Schools	Area	Management	Library in Schools		Number of Students who can sit at a time in the library room							
			Number of Schools having library room	Space Adequate according to Schools	1 to 9	10 to 24	25 to 49	50 to 74	75 to 99	100 & more		
Secondary	Rural	Govt.	29	4	2	14	12	1	-	-		
		Private	2	-	2	-	-	-	-	-		
	Urban	Govt.	11	2	-	5	5	1	-	-		
		Private	-	-	-	-	-	-	-	-		
Higher Secondary	Total	Govt.	40	6	2	19	17	2	-	-		
		Private	2	-	2	-	-	-	-	-		
	Rural	Govt.	-	-	-	-	-	-	-	-		
		Private	-	-	-	-	-	-	-	-		
Total	Urban	Govt.	6	1	1	2	2	1	-	-		
		Private	-	-	-	-	-	-	-	-		
	Total	Govt.	6	1	1	2	2	1	-	-		
		Private	-	-	-	-	-	-	-	-		





TABLE - 31

## SCHOOLS HAVING ROOMS FOR ADMINISTRATION &amp; OTHER PURPOSES

STATE :

BIHAR

Schools	Area	SCHOOLS										HAVING				
		Head-Master/Principal's Room	Space Ade-quate	Office Room	Space Ade-quate	Vice-Principal's Room	Space Ade-quate	Staff Common Room	Space Ade-quate	Combined for Principal/Head Master and O-ffice	Space Ade-quate	Ph.Ed. Teachers Room	Space Ade-quate	Visitors Rooms	Space Ade-quate	Spac Gen. Store Ade-quate
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 18
	Rural	45	18	45	16	1	1	85	28	83	23	6	3	4	-	33 7
	Urban	12	7	12	6	-	-	19	10	17	7	3	1	1	-	11 4
	Total	57	25	57	22	1	1	104	38	100	30	9	4	5	-	44 11
	Rural	1	1	1	1	-	-	-	-	-	-	-	-	-	-	1 1
	Urban	7	5	7	3	-	-	7	3	-	-	3	2	2	2	1 1
	Total	8	6	8	4	-	-	7	3	-	-	3	2	2	2	2 2



TABLE-32

## SCHOOLS HAVING SERVICE ROOMS

BIHAR

SCHOOLS		Area		Management		S C H O O L S					H A V I N G				
						Acc/Acc/ Scout Room	Space Adequ- ate	Medical/ First-Aid Room	Space Adequate	Book Store	3pace Adequate	Games & Sports Store	Space Adequate		
1		2	3	4	5	6	7	8	9	10	11				
Secondary	Rural	Govt.	5	1	-	-	-	2	2	9	2				
		Private	-	-	-	-	-	-	-	1	-				
	Urban	Govt.	5	1	1	1	1	1	1	7	2				
		Private	-	-	-	-	-	-	-	-	-	4			
Higher Secondary	Total	Govt.	10	2	1	1	1	3	2	16	-				
		Private	-	-	-	-	-	-	-	-	-	-			
	Rural	Govt.	1	-	-	-	-	-	1	-	-	2			
		Private	-	-	-	-	-	-	-	-	-	-	2		
Higher Secondary	Urban	Govt.	5	3	1	1	1	-	-	-	-	-	-		
		Private	-	-	-	-	-	-	-	-	-	2	2		
	Total	Govt.	6	3	1	1	1	1	2	1	-	-	-		
		Private	-	-	-	-	-	-	-	-	-	-	-	-	



TABLE- 33

## SCHOOLS WITH ANCILLARY SPACES

STATE: BIHAR

Schools	Area	Management	SCHOOLS							H A V I N G			
			Hobbies club Room	Space Adequate	Audio-Visual Room	Space Adequate	School Museum	Space Adequate	Assembly Hall	Space Adequate	Boys Comm- on Room	Space Adequate	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	1	-	-	-	-	-	9	3	7	1	
		Private	-	-	-	-	-	-	1	-	-	-	
	Urban	Govt.	-	-	1	-	-	-	5	3	3	1	
		Private	-	-	-	-	-	-	-	-	-	-	
Higher Secondary	Total	Govt.	1	-	1	-	-	-	14	6	10	2	
		Private	-	-	-	-	-	-	1	-	-	-	
	Rural	Govt.	-	-	-	-	-	-	1	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	
Higher Secondary	Urban	Govt.	-	-	1	1	-	-	5	2	3	1	
		Private	-	-	-	-	-	-	-	-	-	-	
	Total	Govt.	-	-	1	1	-	-	6	2	3	1	
		Private	-	-	-	-	-	-	-	-	-	-	



TABLE-34

SCHOOLS WITH HOME SCIENCE LABORATORY,  
GIRLS COMMON ROOM AND GENERAL STUDY ROOM

STATE:

BIHAR

Schools	Area	Management	Schools where girls are admitted	Schools having girls common room	Schools having Home-science Laboratory	Whether space Adequate	Schools having preparatory store room	Whether space Adequate	Schools having general store room	Whether space Adequate
1.	2	3	4	5	6	7	8	9	10	11
Secondary	Rural	Govt.	95	32	-	-	-	-	-	-
		Private	1	-	-	-	-	-	-	-
		Govt.	12	2	-	-	-	-	-	-
	Urban	Private	-	-	-	-	-	-	-	-
		Govt.	107	34	-	-	-	-	-	-
Higher secondary	Total	Private	1	-	-	-	-	-	-	-
		Govt.	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
	Rural	Govt.	5	3	1	1	1	-	-	-
		Private	-	-	-	-	-	-	-	-
Total	Urban	Govt.	5	3	1	1	1	-	-	-
		Private	-	-	-	-	-	-	-	-
	Total	Private	-	-	-	-	-	-	-	-





TABLE-35

## SCHOOLS HAVING VOCATIONAL LABORATORIES/WORKSHOPS

BIHAR

STATE :

Schools	Area	Management	Schools where Vocational Education is being taught	No. of Schools having vocational laboratories/workshops	Adequate according to school authorities
1	2	3	4	5	6
Secondary	Rural	Govt.	—	—	—
		Private	—	—	—
	Urban	Govt.	—	—	—
		Private	—	—	—
	Total	Govt.	—	—	—
Higher Secondary	Rural	Govt.	—	—	—
		Private	—	—	—
	Urban	Govt.	2	2	1
		Private	—	—	—
	Total	Govt.	2	2	1
))		Private	—	—	—



TABLE 36

## SCHOOLS ACCORDING TO DRINKING WATER FACILITY

STATE: B. I. H. A. R.

Schools	Area	Management	Schools having drinking water facility		Source of drinking water							
					Only a	Only b	Only c	Only d	a & b	b & c	a & c	a & c & b, d & c
			Yes	No								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rural	Govt.	125	1	52	1	17	1	2	1	46	1
		Private	1	1	-	1	-	-	-	-	-	-
Secondary	Urban	Govt.	27	2	8	6	6	-	3	-	4	-
		Private	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	152	3	64	7	23	1	5	1	50	1
		Private	1	1	-	1	-	-	-	-	-	-
	Rural	Govt.	1	-	-	1	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-
Higher Secondary	Urban	Govt.	7	-	2	-	-	-	1	1	1	2
		Private	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	8	-	2	1	-	-	1	1	1	2
		Private	-	-	-	-	-	-	-	-	-	-

Notes a) - Hand Pump; b) Running water tap within building;

c) - Well in the school Compound; d) Water is brought from outside and stored in pots/tanks



**STATE:**

BI HAR

SCHOOLS ACCORDING TO TOILET FACILITY

1944

[illegible]



TABLE 38

SCHOOLS ACCORDING TO TOILET FACILITY  
WITHIN/OUTSIDE THE BUILDING

STATE

BIHAR

Schools	Area	Management	Schools having facility within the building	Schools having facility outside the building at a distance of						
				Less than 25 mtrs.	26 to 50 mtrs.	51 to 75 mtrs.	76 to 100 mtrs.	101 to 200 mtrs.	201 to 300 mtrs.	Above 301 to 500 mtrs.
Secondary	Rural	Govt.	41	8	4	-	-	-	-	-
		Private	-	-	1	-	-	-	-	-
	Urban	Govt.	15	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
	Total	Govt.	56	8	4	-	-	-	-	-
		Private	-	-	1	-	-	-	-	-
Higher Secondary	Rural	Govt.	1	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
	Urban	Govt.	4	-	2	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-
	Total	Govt.	5	-	2	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-









SCHOOLS ACCORDING TO COVERED SPACE FOR  
INDOOR GAMES

STATE:

BIHAR

Schools	Area	Management	Number of schools having the facility	Schools having covered area for indoor games (area in Sq. Mtrs.)									
				Up to 50	51 to 100	101 to 150	151 to 200	201 to 250	251 to 300	301 to 400	401 to 500	Above 500	
1	2	3	4	5	6	7	8	9	10	11	12	13	
	Rural	Govt.	9	3	2	-	-	1	-	2	-	1	
		Private	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	1	-	-	-	-	-	-	-	1	-	
		Private	-	-	-	-	-	-	-	-	-	-	
Secondary	Total		10	3	2	-	-	1	-	2	1	1	
	Rural	Govt.	-	-	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	1	-	-	
	Urban	Govt.	-	-	-	-	-	-	1	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	
Higher Secondary	Total		2	1	-	-	-	-	1	-	-	-	
	Rural	Govt.	1	-	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	2	1	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	
Total	Govt.	3	1	-	-	-	-	-	2	-	-	-	
	Private	-	-	-	-	-	-	-	-	-	-	-	



TABLE 41

## SCHOOLS ACCORDING TO CANTEN AND CYCLE STAND FACILITY

STATE: BIHAR

Schools	Area	Management	Schools			Having		A Cycle Stand in the Campus	
			Permanet Canteen in the Building	Permanet Canteen in the Campus	Temporary Canteen in the Campus	No Canteen	Yes	No	
1	2	3	4	5	6	7	8	9	
	Rural	Govt. Private	— —	— —	3 —	123 2	8 —	118 2	
Secon-dary	Urban	Govt. Private	— —	1 —	3 —	25 —	3 —	26 —	
	Total	Govt. Private	— —	1 —	6 —	148 2	11 —	144 2	
Higher Secon-dary	Rural	Govt. Private	— —	— —	— —	1 —	— —	1 —	
	Urban	Govt. Private	1 —	— —	1 —	5 —	1 —	6 —	
Total	Govt Private	1 —	— —	— —	1 —	6 —	1 —	7 —	



SCHOOLS ACCORDING TO HOSTEL FACILITY

[illegible]





TAB-43

SCHOOLS ACCORDING TO MAINTENANCE OF BUILDINGS AND SOURCES OF FUNDS FOR THE SAME

STATE :

BIHAR

Schools	Area	Management	Schools having Periodical maintenance of buildings		Source of funds for maintenance of building						Any other
			Yes	No	Government	Local Body	Management (For Private Aided and Unaided Schools)	Contributions from Community	Fees From Students		
Secondary	1	2	3	4	5	6	7	8	9	10	11
		Rural	Govt.	90	36	61	-	-	1	35	1
			Private	1	1	1	-	1	-	-	-
		Urban	Govt.	16	13	13	-	-	-	4	-
			Private	-	-	-	-	-	-	-	-
Higher Secondary		Total	Govt.	106	49	74	-	-	1	39	1
			Private	1	1	1	-	1	-	-	-
		Rural	Govt.	1	-	1	-	-	-	-	-
			Private	-	-	-	-	-	-	-	-
		Urban	Govt.	4	3	4	-	-	-	-	-
			Private	-	-	-	-	-	-	-	
	Total	Govt.	5	3	5	-	-	-	-	-	-
			Private	-	-	-	-	-	-	-	-



SCHOOLS ACCORDING TO DAMAGE IN BUILDING

STATE : BIHAR[illegible]



SCHOOLS ACCORDING TO LEAKAGE FROM ROOFS

STATE : BIHAR

Schools	Area	Management	Schools having No Leakage from Roofs	Schools having Leakage from Roofs (Percentage of rooms affected by leakage)			
				Upto 25%	26 to 50%	51 to 75%	Above 75%
1	2	3	4	5	6	7	8
Secondary	Rural	Govt.	33	12	20	26	35
		Private	2	-	-	-	-
	Urban	Govt.	7	3	10	3	6
		Private	-	-	-	-	-
	Total		40	15	30	29	41
Higher Secondary	Rural	Private	2	-	-	-	-
		Govt.	-	1	-	-	-
	Urban	Private	-	-	-	-	-
		Govt.	2	4	1	-	-
	Total		2	5	1	-	-
	Total	Govt.	2	5	1	-	-
		Private	-	-	-	-	-



TABLE - 48

SCHOOLS ACCORDING TO CONDITION OF DOORS,  
WINDOWS AND LOCKABILITY OF BUILDING

STATE

BIHAR

Schools	Area	Management	Number of Schools having			
			Doors and windows painted	Lockable Building	Doors in working order	Windows in working order
1	2	3	4	5	6	7
Secondary	Rural	Govt.	52	88	97	76
		Private	1	1	—	—
	Urban	Govt.	19	21	25	20
		Private	—	—	—	—
	Total	Govt.	71	109	122	96
Higher- Secondary	Rural	Govt.	1	1	—	—
		Private	—	—	1	1
	Urban	Govt.	7	7	5	5
		Private	—	—	—	—
	Total	Govt.	8	8	6	6
		Private	—	—	—	—





TABLE - 1

## SCHOOLS AS PER AREA, TYPE AND MANAGEMENT

STATE: HIMACHAL PRADESH

Area	Type of Schools	Secondary Schools					Higher Secondary Schools					Total				
		Govt.	Local Body	Private Aided	Private Unaided	Total	Govt.	Local Body	Private Aided	Private Unaided	Total	Govt.	Local Body	Private Aided	Private Unaided	Total
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
R U R A L	Boys	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Girls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Co-ed.	32	-	-	-	32	7	-	-	-	7	39	-	-	-	39
	Total	32	-	-	-	32	7	-	-	-	7	39	-	-	-	39
U R B A N	Boys	3	-	-	-	3	2	-	-	-	2	5	-	-	-	5
	Girls	3	-	-	-	3	3	-	-	-	3	6	-	-	-	6
	Co-ed.	-	-	1	-	1	1	-	-	-	1	1	-	1	-	2
	Total	6	-	1	-	7	6	-	-	-	6	12	-	1	-	13
T O T A L	Boys	3	-	-	-	3	2	-	-	-	2	5	-	-	-	5
	Girls	3	-	-	-	3	3	-	-	-	3	6	-	-	-	6
	Co-ed.	32	-	1	-	33	8	-	-	-	8	40	-	1	-	41
	Total	38	-	1	-	39	13	-	-	-	13	51	-	1	-	52



LAND AVAILABLE WITH SCHOOLS

STATE: HIMACHAL PRADESH

Schools	Area	Management	Land available with schools (in square meters)										Total
			Less than 1000	1001 to 2500	2501 to 5000	5001 to 7500	7501 to 10000	10001 to 15000	15001 to 20000	20001 to 50000	Above 50000		
Secondary	1	2	3	4	5	6	7	8	9	10	11	12	13
		Rural		11	2	6	1	4	6	2	2	2	32
			Private	—	—	—	—	—	—	—	—	—	—
			Govt.	—	1	2	2	—	—	1	—	—	6
		Urban		—	1	—	—	—	—	—	—	—	1
			Private	—	—	—	—	—	—	—	—	—	—
			Govt.	4	3	8	6	4	6	3	2	2	38
		Total		—	1	—	—	—	—	—	—	—	1
			Govt.	—	—	—	1	—	5	—	1	—	7
		Rural		—	—	—	—	—	—	—	—	—	—
Higher Secondary			Private	—	—	—	—	—	—	—	—	—	—
			Govt.	—	3	—	—	—	1	—	2	—	6
		Urban		—	—	—	—	—	—	—	—	—	—
			Private	—	—	—	—	—	—	—	—	—	—
			Govt.	—	3	—	1	—	6	—	3	—	13
		Total		—	—	—	—	—	—	—	—	—	—

Note : 1. Local body schools have been clubbed with Government Schools.  
 2. Private Aided and Unaided schools have been clubbed together.



SCHOOLS ACCORDING TO PER CHILD  
LAND AVAILABLE WITH THEM

[illegible]



Percentage of Covered area on Ground Floor  
Against Total Area Available in Schools

STATE : HIMACHAL PRADESH

Schools	Area	Management	Covered Area in percentage				Total
			Less than 25%	25% to less than 50%	50% to less than 75%	75% and above	
Secondary	Rural	Government	27	2	—	1	32
		Private	—	—	—	—	—
	Urban	Government	4	1	—	—	6
		Private	1	—	—	—	1
	Total	Government	31	3	—	1	38
		Private	1	—	—	—	1
Higher Secondary	Rural	Government	7	—	—	—	7
		Private	—	—	—	—	—
	Urban	Government	2	2	1	1	6
		Private	—	—	—	—	—
	Total	Government	9	2	1	1	15
		Private	—	—	—	—	—





SCHOOLS ACCORDING TO PER STUDENT CLASS-ROOM COVERED AREA

STATE HIMACHAL PRADESH

Schools	Area	Management	Per Student Class-room Covered Area (in Sq. Mtrs.)						
			Less than 0.50	0.50 & less than 0.75	0.75 & less than 1.00	1.00 & less than 1.25	1.25 & less than 1.50	1.50 & above	Total
1	2	3	4	5	6	7	8	9	10
Secondary	Rural	Govt.	12	13	5	2	2	2	10
		Private	-	-	-	-	-	-	-
	Urban	Govt.	1	5	-	1	-	-	32
		Private	-	-	-	-	-	-	-
	Total	Govt.	11	16	5	4	2	1	34
		Private	-	-	-	-	-	-	-
Higher Secondary	Rural	Govt.	1	2	3	1	-	1	1
		Private	-	-	-	-	-	-	-
	Urban	Govt.	-	-	-	-	-	-	-
		Private	-	3	-	2	-	1	6
	Total	Govt.	1	5	3	3	-	1	13
		Private	-	-	-	-	-	-	-



TABLE -6

SCHOOLS AS PER DEMARCATION OF BOUNDARYSTATE : HIMACHAL PRADESH

Schools	Area	Management	Demarcation of Boundary					
			No Demarcation	a	b	c	d	e
Secondary	Rural	Government	8	1	6	3	9	5
		Private	—	—	—	—	—	—
	Urban	Government	—	1	1	1	1	2
		Private	—	1	—	—	—	—
	Total	Government	8	2	7	4	10	7
		Private	—	1	—	—	—	—
Higher Secondary	Rural	Government	—	2	1	1	3	—
		Private	—	—	—	—	—	—
	Urban	Government	1	2	1	2	—	—
		Private	—	—	—	—	—	—
	Total	Government	1	4	2	3	3	—
		Private	—	—	—	—	—	—

a) Pucka compound wall on all sides.

b) Barbed wire fencing/Hedge on all sides.

c) Partly pukka compound wall and partly hedge/barbed wires on all sides.

d) Pucka compound wall/hedge/barbed wire in few sides only (i.e. few sides yet to be covered).

e) Without a, b, c and d above.



SCHOOLS AS PER APPROACH ROADS, INTERNAL  
LEVELLING AND DRAINAGE SYSTEM

STATE : HIMACHAL PRADESH

Schools	Area	Management	Metalled Approach Roads	Unmetalled Approach Roads		Properly levelled with adequate drainage system		Water stagnates in the school premises during the rainy season	
				Water stagnates	Water does not stagnate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10
Secondary	Rural	Government	23	6	3				
		Private	—	—	—				
	Urban	Government	6	—	—				
		Private	1	—	—				
	Total	Government	29	6	3				
		Private	1	—	—				
Higher Secondary	Rural	Government	7	—	—				
		Private	—	—	—				
	Urban	Government	5	1	—				
		Private	—	—	—				
	Total	Government	12	1	—				
		Private	—	—	—				

NOT  
APPLICABLE



TABLE -9

SCHOOLS ACCORDING TO SPACE FOR MORNING  
ASSEMBLY AND DEVELOPMENT OF THE CAMPUS

STATE, HIMACHAL PRADESH

Schools	Area	Management	Sufficient space for morning assembly		Whether running in one campus		Whether the school campus has been developed in a planned manner	
			Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9
Secondary	Rural	Government	26	6	32	-	21	11
		Private	-	-	-	-	-	-
	Urban	Government	5	1	6	-	4	2
		Private	1	-	1	-	-	1
	Total	Government	31	7	38	-	25	13
		Private	1	-	1	-	-	1
Higher Secondary	Rural	Government	7	-	7	-	4	3
		Private	-	-	-	-	-	-
	Urban	Government	4	2	6	-	5	1
		Private	-	-	-	-	-	-
	Total	Government	11	2	13	-	9	4
		Private	-	-	-	-	-	-





SCHOOLS ACCORDING TO BUILDINGS

STATE : IMACHAL PRADESH

Schools	Area	Management	Type of Schools and their buildings																
			Boys				Girls				Co-educational				Total				
			P.B.	T.H./ K.B.	T.A.	O.S.	P.B.	T.H./ K.B.	T.A.	O.S.	P.B.	T.H./ K.B.	T.A.	O.S.	P.B.	T.H./ K.B.	T.A.	O.S.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Second- dary	Rural	Government	—	—	—	—	—	—	—	—	21	11	—	—	—	21	11	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Urban	Government	2	1	—	—	3	—	—	—	—	—	—	—	—	5	1	—	—
		Private	—	—	—	—	—	—	—	—	—	1	—	—	—	1	—	—	—
	Total	Government	2	1	—	—	3	—	—	—	—	21	11	—	—	26	12	—	—
		Private	—	—	—	—	—	—	—	—	—	1	—	—	—	1	—	—	—
Higher Second- dary	Rural	Government	—	—	—	—	—	—	—	—	7	—	—	—	—	7	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Urban	Government	2	—	—	—	3	—	—	—	—	1	—	—	—	6	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	Government	2	—	—	—	3	—	—	—	—	8	—	—	—	13	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Note : P.B. -Pukka Building; T.H./K.B. -Thatched Huts/ Kachcha Building; T.A.- Tentod Accommodation;  
O.S. -Open Space



TABLE -11

## PICKA BUILDINGS AS PER YEAR OF CONSTRUCTION

STATE : HIMACHAL PRADESH

Schools	Area	Management	Year of construction						Total
			Up to 1950	1951-60	1961-70	1971-80	1981 & onward		
1	2	3	4	5	6	7	8	9	
Secondary	Rural	Government	3	2	5	11	3	21	
		Private	-	-	-	-	-	-	
	Urban	Government	3	-	2	-	-	5	
		Private	1	-	-	-	-	1	
	Total		6	2	7	11	3	26	
Higher Secondary	Rural	Government	1	-	6	-	-	7	
		private	-	-	-	-	-	-	
	Urban	Government	1	2	3	-	-	6	
		Private	-	-	-	-	-	-	
	Total		2	2	9	-	-	13	
Total	Total	Government	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	



TABLE -12

SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCORDING TO NUMBER OF STOREYS AND POTENTIALITY OF CONSTRUCTION ON UPPER STOREY

STATE : HIDRABAD STATE

Number of Storeys in the Building	Schools with extra land and potentiality of construction on upper storey									
	Rural					Urban				
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11
Single	4	3	1	—	7	5	2	—	1	—
Double	3	5	4	—	7	5	2	1	2	1
Threes	—	1	2	—	2	1	—	—	1	—
More than three	—	—	—	—	—	—	—	—	—	—
Total	9	9	7	—	16	6	4	1	4	1
									8	2

Contd.../



TABLE -12 Contd.....

STATE : HIMACHAL PRADESH

Number of Storeys in the Building	Schools with no extra land and potentiality of construction on upper storey											
	Rural						Urban					
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11	12	13
Single	3	-	-	-	3	-	-	-	-	-	-	-
Double	-	-	-	-	-	-	-	-	-	-	-	-
Three	-	-	-	-	-	-	-	-	-	-	-	-
More than Three	-	-	-	-	-	-	-	-	-	-	-	-
Total	3	-	-	-	3	-	-	-	-	-	-	-





TABLE -13

SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS,  
ROOFS AND FLOORS

STATE : JIMACHAL PRADESH

Schools	Area	Management	Number of Schools Having														
			Walls made of			Roofs made of					Floors made of						
			Pucka Building	Brick	Stone	Wood	Any other	R.C.C.	Reinforced Brick	Stone	Wood	Any other	Brick	Urdu-ment concrete	Mosaic/Terrazo with chips	Any	Other
Secondary	Rural	Govt.	21	6	15	-	-	9	10	2	7	2	15	19	-	18	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	5	1	4	-	-	1	1	-	2	1	-	5	-	-	-
		Private	1	-	1	-	-	-	-	-	1	-	-	1	-	-	-
	Total	Govt.	26	7	19	-	-	11	11	2	9	3	2	24	-	-	-
		Private	1	-	1	-	-	-	-	-	1	-	-	1	-	-	-
Higher Secondary	Rural	Govt.	7	2	5	-	-	1	-	-	-	1	1	6	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	6	2	4	-	-	3	-	-	2	1	2	4	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	13	4	9	-	-	9	-	-	2	-	3	10	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



SCHOOLS WITH PUCCH BUILDINGS AND TYPE OF  
FINISHING PROVIDED FOR MASONARY WORK

STATE: HIMACHAL PRADESH

Schools	Area	Management	Internal Masonary work					External Masonary work				
			White wash/colour	Dry Desten-per	Snowcen	Paints	None of these	Whitewash/colour	Dry Desten-per	Snowcen	Paints	None of these
1	2	3	4	5	6	7	8	9	10	11	12	13
Seco-ndary	Rural	Govt.	20	1	-	-	-	17	-	-	-	4
		Private	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	5	-	-	-	-	5	-	-	-	-
		Private	1	-	-	-	-	1	-	-	-	-
	Total	Govt.	25	1	-	-	-	22	-	-	-	4
		Private	1	-	-	-	-	1	-	-	-	-
Higher Secondary	Total	Govt.	7	-	-	-	-	5	-	-	-	2
		Private	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	6	-	-	-	-	6	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	13	-	-	-	-	11	-	-	-	2
		Private	-	-	-	-	-	-	-	-	-	-







SCHOOLS WITH PUCKA BUILDINGS AS PER DOOR/  
WINDOW SHUTTERS

STATE: HIMACHAL PRADESH

Schools	Area	Management	Schools				Having			
			Doors with		Fully pane- lled shu- tters	Fully glazed shutters	Windows with		Partly glazed and partly pannelled shutters	Fully pannelled shutters
			Fully glazed shutters	Partly gla- zed and par- tly panne- lled shutters						
1	2	3	4	5	6	7	8	9		
Secon- dary	Rural	Govt.	6	12	3	5	14	2		
		Private	-	-	-	-	-	-		
	Urban	Govt.	2	3	-	2	3	-		
		Private	-	-	1	1	-	-		
	Total		8	15	3	7	17	2		
Higher Secon- dary	Rural	Govt.	-	6	1	1	5	1		
		Private	-	-	-	-	-	-		
	Urban	Govt.	3	3	-	3	3	-		
		Private	-	-	-	-	-	-		
	Total		3	9	1	4	8	1		





TABLE - 17

SCHOOLS WITH KACHHA BUILDINGS/THATCHED HUTS AND  
TYPE OF WALLS, ROOFS AND FLOORSSTATE: HIMACHAL PRADESH

Schools	Area	Management	Number of Schools having													
			Kachcha Building/ Thatched Huts	Walls made of			Roofs made of				Floors made of					
				Wood	Brick/ Stone	Mud	Any other	Clay/ Mg- Tiles	Tin Sheets	Wood	Thatched	Any Other	Kach- Cha	Wood	Bricks	Any other
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Secondary	Rural	Govt.	11	-	7	4	-	7	2	2	-	-	5	-	6	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	1	-	-	-	1	-	1	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	1	-
	Total	Govt.	12	-	-	-	-	-	-	-	-	-	-	-	-	-
		Private	-	-	7	4	1	7	3	2	-	-	5	-	7	-
Higher Secondary	Rural	Govt.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-



TABLE 13

SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT  
AND VENTILATION

STATE: HIMACHAL PRADESH

Schools	Area	Management	SCHOOLS HAVING									
			Natural Lights		Artificial Lights		Both Natural and Artificial Lights		Properly Ventilated Rooms			
			Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Yes	No		
1	2	3	4	5	6	7	8	9	10	11		
Secondary			23	9	0	24	29	3	24	0		
	Rural	Govt.	—	—	—	—	—	—	—	—		
		Private	5	1	2	4	5	1	5	1		
	Urban	Govt.	1	—	—	1	1	—	1	—		
		Private	20	10	10	28	34	4	29	9		
Higher Secondary	Total	Govt.	1	—	—	1	1	—	1	—		
		Private	6	1	1	6	6	1	6	1		
	Rural	Govt.	—	—	—	—	—	—	—	—		
		Private	5	1	2	4	6	—	6	—		
	Urban	Govt.	—	—	—	—	—	—	—	—		
Total		Private	11	2	3	10	12	1	12	1		
	Total	Govt.	—	—	—	—	—	—	—	—		
		Private	—	—	—	—	—	—	—	—		
			—	—	—	—	—	—	—	—		
			—	—	—	—	—	—	—	—		



TABLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS,  
FIXTURES AND SITUATION OF BLACKBOARDS

STATE HIMACHAL PRADESH

Schools	Area	Management	Schools having adequate electrical fittings and fixtures		Schools having satisfactory condition of electrical fittings and fixtures		Schools having black-board in most of the rooms free from sun glazes	
			Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9
	Rural	Govt.	6	26	4	22	28	4
		Private	—	—	—	—	—	—
	Urban	Govt.	1	5	1	5	6	—
		Private	1	—	1	—	1	—
	Total	Govt.	7	31	5	27	34	4
		Private	1	—	1	—	1	—
		Govt.	4	3	3	4	5	2
		Private	—	—	—	—	—	—
	Rural	Govt.	4	2	4	2	6	—
		Private	—	—	—	—	—	—
	Urban	Govt.	—	—	—	—	—	—
		Private	8	5	7	6	11	2
	Total	Govt.	—	—	—	—	—	—
		Private	—	—	—	—	—	—

Higher  
Secon-  
dary

7



TABLE 20

## OWNERSHIP OF SCHOOL BUILDINGS.

STATE: UTTARACHAL PRADESH

Schools	Area	Managerent	Ownership of Buildings								Total
			Owned by construction	Owned by donation	Rented	Rent free	Partly owned partly rent free	Partly owned partly rented	Partly rented & partly rent free	Partly Owned, partly rented & partly rent free	
1	2	3	4	5	6	7	8	9	10	11	12
Secondary	Rural		21	4	1	-	4	2	-	-	32
		Govt.	-	-	-	-	-	-	-	-	-
	Urban	Private	3	-	1	1	1	-	-	-	6
		Govt.	-	-	1	-	-	-	-	-	-
	Total		24	4	2	1	5	2	-	-	38
Higher Secondary	Rural		-	-	1	-	-	-	-	-	1
		Private	-	-	-	-	1	-	-	-	7
	Urban	Govt.	5	1	-	-	-	-	-	-	6
		Private	-	-	-	-	-	-	-	-	-
	Total		10	2	-	-	1	-	-	-	13





SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

STATE HIMACHAL PRADESH

Building was Originally Constructed for

Schools	Area	Management	School	Residential purpose	Temple/Dharamshala/ Religious Place	Panchayat Char	Any other				Total of I) to IV)	Grand Total	
							I) Public Schools	II) Hindu Religious Place	III)	IV)			
1	2	3	4	5	6	7	8	9	10	11	12	13	
Second- dary	Rural	Govt.	30	2	-	-	-	-	-	-	-	32	
		Private	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	3	2	-	-	-	-	-	-	-	-	
		Private	-	1	-	-	-	-	-	-	-	-	
	Total	Govt.	33	4	-	-	-	1	-	-	-	1	38
Higher Second- dary	Rural	Private	-	1	-	-	-	1	-	-	1	7	
		Govt.	6	-	-	-	-	-	-	-	-	-	6
	Urban	Govt.	6	-	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	1	-	-	1	13
	Total	Govt.	12	-	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	



SCHOOLS RUNNING IN 2ND-3RD BUILDINGS AND  
THE PURPOSE FOR WHICH BUILDINGS WERE CONSTRUCTED

[illegible]



REGULAR USE OF SCHOOL ACCOMMODATION FOR  
PURPOSE OTHER THAN TEACHING

Accommodation used for purpose other than teaching

[illegible]



SCHOOLS ACCORDING TO SHORTAGE OF CLASS ROOMS

HIMACHAL PRADESH

[illegible]





TABLE 25

## SOURCES OF FUNDS FOR ADDITIONAL CONSTRUCTION IN SCHOOLS

STATE: HIMACHAL PRADESH

Schools	Area	Management	Sources of Funds					Fee charged from the Students for this purpose	Any other
			Government	Local Body	Management Committee for Private Aided and Unaided Schools	Contribution by Community			
1	2	3	4	5	6	7	8	9	
Secondary	Rural	Govt.	24	4	—	3	3	2	
		Private	—	—	—	—	—		
	Urban	Govt.	5	—	—	1	—	—	
		Private	—	—	1	1	1	—	
	Total	Govt.	34	4	—	4	3	2	
Higher Secondary	Rural	Private	—	—	1	1	1	—	
		Govt.	7	—	—	—	—	—	
	Urban	Private	—	—	—	—	—	—	
		Govt.	6	—	—	1	—	1	
	Total	Private	—	—	—	—	—	—	
		Govt.	13	—	—	1	—	1	
	Total	Private	—	—	—	—	—	—	
		Govt.	—	—	—	—	—	—	



TABLE	SCHOOLS ACCORDING TO NUMBER OF SCIENCE LABORATORIES
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
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42	42
43	43
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82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

### SECOND. SAVING

11



TABLE 26 (continued)

Schools Area	Management	Three Laboratories								
		No. of Schools	First laboratory		Second laboratory		Third laboratory			
			Space Adequ-ate according to schools	Having 67.62 Sq. mtrs. or more area	Space adequ-ate according to schools	Having 67.62 Sq. mtrs. or more area	Space adequ-ate according to schools	Having 67.62 Sq. mtrs. or more area		
1	2	3	13	14	15	16	17	18	19	
Second-ary	Rural	Govt.	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—
	Urban	Govt.	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—
	Total	Govt.	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	
Higher Second-ary	Rural	Govt.	3	2	1	1	—	2	3	—
		Private	—	—	—	—	—	—	—	—
	Urban	Govt.	5	2	3	2	1	2	1	—
		Private	—	—	—	—	—	—	—	—
	Total	Govt.	8	4	4	3	2	4	4	—
		Private	—	—	—	—	—	—	—	—



TABLE 27

SCHOOLS ACCORDING TO SUBJECT-WISE LABORATORIES  
AND OTHER RELATED SPACES IN THEMSTATE: HIMACHAL PRADESH

Schools	Area	Management	Physics					Chemistry				Whether space adequate	Whether space adequate
			Schools having Lab.	Schools having Store- cum prepara- tion room	Whether space adequ- ate	Schools having Dark room	Whether space adequ- ate	Schools having Lab.	Schools having store- cum prepara- tion room	Whether space adequ- ate	Schools having balance room		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Seco- ndary	Rural	Govt.	—	—	—	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—
	Urban	Govt.	—	—	—	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—
Total		Govt.	—	—	—	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—
Higher Seco- ndary	Rural	Govt.	6	—	—	—	—	5	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—
	Urban	Govt.	5	1	—	—	—	5	3	2	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—
Total		Govt.	11	1	—	—	—	10	3	2	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—

CONTD...../-









SCHOOLS ACCORDING TO FACILITIES AVAILABLE AND  
SPECIAL BOTTLENECKS IN THE LABORATORIES

STATE: HIMACHAL PRADESH

Schools	Area	Bottlenecks in the laboratories																																			
		Adequate running water taps in labs.			Adequate electrical fittings for performing experiments in labs.			Adequate fittings and fixtures for performing experiments in labs.			Physics		Chemistry		Biology			Home Science			Continued																
		Yes	No		Yes	No		Yes	No		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23															
Secondary	Rural	7	18	11	14	7	18																														
	Urban	2	2	2	2	3	1																														
	Total	9	20	13	16	10	19																														
Higher Secondary	Rural	3	4	6	1	4	3				3	3	1	1																							
	Urban	5	1	6	-	4	2																														
	Total	8	5	12	1	8	5																														
		Physics			1. Almirah			Chemistry			1. Wash basin			2. Exhaust fan			3. Drainage			Biology			1. Almirah			Home Science			1. Lab			2. Almirah			3.		







TABLE-30

## SCHOOLS HAVING LIBRARY

STATE: HIMACHAL PRADESH

Schools	Area	Management	Library in Schools		Number of Students who can sit at a time in the library room					
			Number of Schools having library room	Space Adequate according to Schools	1 to 9	10 to 24	25 to 49	50 to 74	75 to 99	100 & more
Secondary	Rural	Govt.	9	5	—	5	3	1	—	—
		Private	—	—	—	—	—	—	—	—
	Urban	Govt.	3	2	1	1	1	—	—	—
		Private	1	1	—	—	4	1	—	—
Higher Secondary	Rural	Govt.	12	7	1	6	1	—	—	—
		Private	1	1	—	—	3	—	—	—
	Urban	Govt.	7	2	—	4	—	—	—	—
		Private	—	—	—	—	—	3	—	—
Total	Rural	Govt.	5	3	—	2	—	—	—	—
		Private	—	—	—	—	—	—	—	—
	Urban	Govt.	12	5	—	6	3	3	—	—
		Private	—	—	—	—	—	—	—	—





TABLE - 31

## SCHOOLS HAVING ROOMS FOR ADMINISTRATION &amp; OTHER PURPOSES

STATE : HIMACHAL PRADESH

Schools	Area	SCHOOLS										HAVING				
		Head-Master/Prin- cipal's Room	Space Ade- quate	Office Room	Space Ade- quate	Vice-Prin- cipal's Room	Space Ade- quate	Staff Common Room	Space Ade- quate	Combined for Prin- cipal/Head Master and Office	Space Ade- quate	Ph.Ed. Teachers Room	Space Ade- quate	Visi- tors Rooms	Space Ade- quate	Gen- eral Store
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Secondary	Rural	18	15	17	10	-	-	14	7	14	3	7	3	-	-	17
	Urban	7	5	7	5	-	-	5	1	-	-	1	-	-	-	7
	Total	25	20	24	15	-	-	19	8	14	3	8	3	-	-	24
Higher Secondary	Rural	6	5	6	4	-	-	3	2	1	-	5	2	1	-	6
	Urban	6	5	6	3	-	-	6	2	-	-	4	-	1	-	4
	Total	12	10	12	7	-	-	9	4	1	-	9	2	2	-	10



TABLE-32

SCHOOLS HAVING SERVICE ROOMSSTATE: HIMACHAL PRADESH

Schools	Area	Management	S C H O O L S					H A V I N G				
			Acc/Acc/ Scout Room	Space Adeq- ate	Medical/ First-Aid Room	Space Adequate	Book Store	Space Adequate	Games & Sports Store	Space Adequate		
1	2	3	4	5	6	7	8	9	10	11		
Secon- dary	Rural	Govt.	6	3	-	-	1	1	9	5		
		Private	-	-	-	-	-	-	-	-		
	Urban	Govt.	2	1	-	-	-	-	5	1		
		Private	-	-	1	1	1	1	-	-		
	Total	Govt.	8	4	-	-	1	1	14	6		
		Private	-	-	1	1	1	1	-	-		
Higher Secon- dary	Rural	Govt.	6	3	1	-	2	-	2	-		
		Private	-	-	-	-	-	-	-	-		
	Urban	Govt.	6	2	1	-	4	-	4	-		
		Private	-	-	-	-	-	-	-	-		
	Total	Govt.	12	5	2	-	6	-	6	-		
		Private	-	-	-	-	-	-	-	-		



TABLE-33

## SCHOOLS WITH ANCILLARY SPACES

STATE: HIMACHAL PRADESH

Schools	Area	Management	S C H O O L S							H A V I N G			
			Hobbies club Room	Space Adequate	Audio-Visual Room	Space Adequate	School Museum	Space Adequate	Assembly Hall	Space Adequate	Boys Comm- on Room	Space Adequate	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	-	-	-	-	-	-	1	1	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	-	-	-	-	-	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	-	-	-	-	-	-	1	1	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-
Higher Secondary	Rural	Govt.	-	-	-	-	-	-	1	1	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	-	-	-	-	-	-	3	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	-	-	-	-	-	-	4	1	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-



TABLE-24

SCHOOLS WITH HOME SCIENCE LABORATORY,  
GIRLS COMMON ROOM AND GENERAL OUTLET ROOM

STATE: HIMACHAL PRADESH

Schools	Area	Management	Schools where girls are admitted	Schools having girls common room	Schools having Home-science Laboratory.	Whether space adequate	Schools having preparation-room-store room	Whether space adequate	Schools having Gen. Sec. room	Whether space adequate
1	2	3	4	5	6	7	8	9	10	11
Secondary	Rural	Govt.	32	—	1	—	—	—	1	—
		Private	—	—	—	—	—	—	—	—
		Govt.	3	—	—	—	—	—	—	—
		Private	1	—	—	—	—	—	—	—
	Urban	Govt.	35	—	1	—	—	—	1	—
Higher secondary		Govt.	1	—	—	—	—	—	—	—
		Private	7	—	—	—	—	—	—	—
		Govt.	—	—	—	—	—	—	—	—
		Private	4	—	—	—	—	—	—	—
	Urban	Govt.	—	—	—	—	—	—	2	—
Total		Govt.	11	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—
		Govt.	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—
	Total	Private	—	—	—	—	—	—	—	—





TABLE-35

## SCHOOLS HAVING VOCATIONAL LABORATORIES/WORKSHOPS

STATE: HIMACHAL PRADESH

Schools	Area	management	Schools where Vocational Education is being taught	No. of Schools having vocational laboratories/works.ops	Adequate according to school authorities
1	2	3	4	5	6
Secondary	Rural	Govt.			
		Private			
	Urban	Govt.			
		Private			
	Total	Govt.			
Higher Secondary	Rural	Govt.			
		Private			
	Urban	Govt.			
		Private			
	Total	Govt.			
		Private			



TABLE 36

SCHOOLS ACCORDING TO DRINKING WATER FACILITY

STATE: HIMACHAL PRADESH

STATES	SCHOOLS	Area	Management	Schools having drinking water facility		Source of drinking water							
				Yes	No	Only a	Only b	Only c	Only d	a & b	b & c	a & c & a, b & c	
	1	2	3	4	5	6	7	8	9	10	11	12	13
Secondary		Rural	Govt.	31	1	—	23	1	5	—	2	—	—
			Private	—	—	—	—	—	—	—	—	—	—
		Urban	Govt.	6	—	—	5	—	—	—	1	—	—
			Private	1	—	—	1	—	—	—	—	—	—
		Total	Govt.	37	1	—	28	1	5	—	3	—	—
			Private	1	—	—	1	—	—	—	—	—	—
		Rural	Govt.	7	—	—	7	—	—	—	—	—	—
			Private	—	—	—	—	—	—	—	—	—	—
Higher Secondary		Urban	Govt.	6	—	—	5	—	—	—	1	—	—
			Private	—	—	—	—	—	—	—	—	—	—
		Total	Govt.	13	—	—	12	—	—	—	1	—	—
			Private	—	—	—	—	—	—	—	—	—	—

Notes a) - Hand Pump; b) Running water tap within building; c) - Well in the school Compound; d) Water is brought from outside and stored in tanks



TABLE 37

## SCHOOLS ACCORDING TO TOILET FACILITY

STATE: HIMACHAL PRADESH

Schools	Area	Management	Boys Schools					Girls Schools					Co-Educational Schools								
			Having Proper Facilities			Common for Staff & Students	Having Proper Facilities		Common for Staff & Students	Having Proper Facilities		Common for Staff & Students	Having Proper Facilities		Common for Staff & Students						
			No pro- per Fac- ility	Sepa- rate for boys staff	female Staff		No pro- per Faci- lity	Girls Staff		Female Staff	No pro- per Faci- lity		Girls Staff	Female Staff							
1.	2.	3.	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Seco- ndary	Rural	Govt.	-	-	-	-	-	-	-	-	-	-	-	24	5	5	3	2	5	1	
		Private	-	-	-	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	1	2	1	-	1	-	-	-	-	-	-	-	24	5	5	3	2	5	1
		Private	-	-	-	-	-	-	2	1	-	-	-	-	-	5	5	3	2	5	1
Higher Secondary	Total	Govt.	1	2	1	1	-	-	-	-	-	-	-	-	1	1	1	-	1	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	3	3	4	3	4	-	
	Rural	Govt.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	2	-	-	-	-	-	-	3	3	3	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total	Govt.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	3	3	3	-	-	-	-	-	-	-	-	



HIMACHAL PRADESH

[illegible]





SCHOOLS ACCORDING TO PLAYGROUNDS & THEIR ARE

STAT: HIMACHAL PRADESH

[illegible]



SCHOOLS ACCORDING TO COVERED SPACE FOR  
INDOOR GAMES

STATES:

# HIMACHIAL PRADESH

[illegible]



TABLE 41

## SCHOOLS ACCORDING TO CANTEN AND CYCLE STAND FACILITY

STATE: HIMACHAL PRADESH

Schools	Area	Management	Schools				Having		No Canteen	A Cycle Stand in the Campus	
			Permanent Canteen in the Building	Permanent Canteen in the Campus	Temporary Canteen in the Campus					Yes	No
1	2	3	4	5	6				7	8	9
Secondary	Rural	Govt.	—	—	—				32	1	31
		Private	—	—	—				—	—	—
	Urban	Govt.	—	—	—				6	—	6
		Private	—	—	—				1	—	1
	Total	Govt.	—	—	—				38	1	37
		Private	—	—	—				1	—	1
Higher Secondary	Rural	Govt.	1	—	—				6	—	7
		Private	—	—	—				—	—	—
	Urban	Govt.	2	—	3				1	1	5
		Private	—	—	—				—	—	—
	Total	Govt.	3	—	3				7	1	12
		Private	—	—	—				—	—	—



TABLE - 42

## SCHOOLS ACCORDING TO HOSTEL FACILITY

STATE : HIMACHAL PRADESH

Schools	Area	Management	Schools having Hostel Facility	Schools owning the Hostel Building	Rooms in Hostels							Number of Schools where more students are residing in the Hostel than its intake capacity
					Up to 10	11-20	21-30	31-40	41-50	51-99	100 and above	
	2	3	4	5	6	7	8	9	10	11	12	13
Secondary	Rural	Govt. Private	5	5	5	-	-	-	-	-	-	-
	Urban	Govt. Private	-	-	-	-	-	-	-	-	-	-
	Total	Govt. Private	5	5	5	-	-	-	-	-	-	-
Higher Secondary	Rural	Govt. Private	-	-	-	-	-	-	-	-	-	-
	Urban	Govt. Private	3	2	3	-	-	-	-	-	-	-
	Total	Govt. Private	3	2	3	-	-	-	-	-	-	-





SCHOOLS ACCORDING TO MAINTENANCE OF BUILDINGS AND

SOURCES OF FUNDS FOR THE SAME

STATE : HIMACHAL PRADESH

Schools	Area	Management	Schools having periodical maintenance of buildings		Source of funds for maintenance of building				Fees From Students	Any other
			Yes	No	Government	Local Body	Management (For Private Aided and Unaided Schools)	Contributions from Community		
1	2	3	4	5	6	7	8	9	10	11
	Rural	Govt.	28	4	23	2	—	1	21	—
		Private	—	—	—	—	—	—	—	—
	Urban	Govt.	4	2	3	—	—	—	6	—
Secondary		Private	1	—	—	—	1	—	—	—
	Total	Govt.	32	6	26	2	—	1	27	—
		Private	1	—	—	—	1	—	—	—
	Rural	Govt.	4	3	4	—	—	—	4	—
Higher Secondary		Private	—	—	—	—	—	—	—	—
	Urban	Govt.	8	1	5	—	—	—	5	—
		Private	—	—	—	—	—	—	—	—
	Total	Govt.	9	4	9	—	—	—	9	—
		Private	—	—	—	—	—	—	—	—







TABLE-5

## SCHOOLS ACCORDING TO LEAKAGE FROM ROOFS

STATE : HIMACHAL PRADESH

Schools	Area	Management	Schools having No Leakage from Roofs	Schools having Leakage from roofs (Percentage of Roofs painted by leakage)		
				Unto 25%	26 to 50%	Above 51 to 75%
I	2	3	4	5	6	7
Secondary	Rural	Govt.	14	8	3	8
		Private	—	—	4	3
	Urban	Govt.	3	—	—	—
		Private	1	2	1	—
	Total	Govt.	17	10	5	3
Higher Secondary	Rural	Govt.	5	2	—	—
		Private	—	—	—	—
	Urban	Govt.	3	1	1	—
		Private	—	—	—	—
	Total	Govt.	8	3	1	—
		Private	—	—	—	—



TABLE - 46

SCHOOLS ACCORDING TO CONDITION OF DOORS/  
WINDOWS AND LOCKABILITY OF BUILDINGSTATE HIMACHAL PRADESH

Schools	Area	Management	Number of schools having			
			Doors and Windows painted	Lockable Building	Doors in working order	Windows in working order
1	2	3	4	5	6	7
Secondary	Rural	Govt.	27	27	29	22
		Private	—	—	—	—
	Urban	Govt.	6	5	5	4
		Private	1	1	1	1
	Total	Govt.	33	32	34	26
		Private	1	1	1	1
Higher- Secondary	Rural	Govt.	6	7	6	4
		Private	—	—	—	—
	Urban	Govt.	6	6	6	6
		Private	—	—	—	—
	Total	Govt.	12	13	12	10
		Private	—	—	—	—





TABLE - 1

SCHOOLS AS PER AREA, TYPE AND MANAGEMENT

STATE: <u>KARNATAKA</u>		Higher Secondary Schools										Total				
Area	Type of Schools	Secondary Schools					Higher Secondary Schools					Total				
		Govt. Body	Local Body	Private Aided	Private Unaided	Private Total	Govt. Body	Local Body	Private Aided	Private Unaided	Private Total	Govt. Body	Local Body	Private Aided	Private Unaided	Total
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
R U R A L	Boys	1	-	-	1	2	-	-	-	1	1	1	-	-	2	3
	Girls	-	-	1	1	2	-	-	-	-	-	-	-	1	1	2
	Co-ed.	32	1	47	7	87	16	-	5	-	21	48	1	52	7	108
	Total	33	1	48	9	91	16	-	5	1	22	49	1	53	10	113
U R B A N	Boys	-	-	10	-	10	3	-	2	-	5	3	-	12	-	15
	Girls	6	-	10	-	16	6	-	2	-	8	12	-	12	-	24
	Co-ed.	7	-	10	1	18	8	-	4	-	12	15	-	14	1	30
	Total	13	-	30	1	44	17	-	8	-	25	30	-	38	1	69
T O T A L	Boys	1	-	10	1	12	3	-	2	1	6	4	-	12	2	18
	Girls	6	-	11	1	18	6	-	2	-	8	12	-	13	1	26
	Co-ed.	39	1	57	8	105	24	-	9	-	33	63	1	66	8	138
	Total	46	1	78	10	135	33	-	13	1	47	79	1	91	11	182



LAND AVAILABLE WITH SCHOOLS

STATES KARNATAKA

Schools	Area	Management	Land available with schools (in square meters)										Total
			Less than 1000	1001 to 2500	2501 to 5000	5001 to 7500	7501 to 10000	10001 to 15000	15001 to 20000	20001 to 50000	Above 50000		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	4	4	3	3	2	5	5	8	-	34	
		Private	7	4	3	-	3	6	10	24	-	57	
		Govt.	5	1	1	-	1	4	-	-	1	13	
	Urban	Private	8	5	1	2	2	2	1	8	2	31	
		Govt.	9	5	4	3	3	9	5	8	1	47	
	Total	Private	15	9	4	2	5	8	11	32	2	88	
Higher Secondary		Govt.	1	2	1	2	1	-	4	2	3	16	
	Rural	Private	1	1	-	-	-	1	2	1	-	6	
		Govt.	2	1	2	2	2	2	2	3	1	17	
	Urban	Private	1	1	-	1	-	1	1	3	-	8	
		Govt.	3	3	3	4	3	2	6	5	4	33	
	Total	Private	2	2	-	1	-	2	3	4	-	14	

Note : 1. Local body schools have been clubbed with Government Schools.  
 2. Private Aided and Unaided schools have been clubbed together.



TABLE - 3

SCHOOLS ACCORDING TO PER CHILD  
LAND AVAILABLE WITH THEM

STATE: KARNATAKA

Schools	Area	Management	Schools according to per child land (in square meters)										
			Up to 1.00	1.01 2.00	2.01 3.00	3.01 5.00	5.01 10.00	10.01 15.00	15.01 20.00	20.01 25.00	Above 25.00	Total	
Second-ary	1	3	4	5	6	7	8	9	10	11	12	13	
	Rural	Government	—	1	1	1	4	—	—	1	—	—	
		Private	3	1	—	2	—	1	2	—	26	34	
		Government	1	—	—	4	1	1	2	1	46	57	
		Private	3	5	1	2	2	—	2	1	3	13	
	Total	1	1	1	5	5	1	2	2	14	31		
Higher Second-ary	Rural	Government	6	6	2	4	2	1	2	2	29	47	
		Private	—	1	1	—	—	2	4	3	60	88	
	Urban	Government	—	—	—	—	1	—	2	—	10	16	
		Private	—	—	—	—	1	—	—	—	5	6	
	Total	Government	—	1	1	3	3	2	1	—	5	17	
		Private	—	2	3	—	1	—	—	2	4	8	
	Total	Government	—	—	3	3	3	4	3	—	15	33	
		Private	—	—	1	—	2	—	—	9	14		



Percentage of Covered area on Ground Floor  
Against Total Area Available in Schools

STATE : KARNATAKA

Schools	Area	Management	Covered Area in Percentage				Total
			Less than 25%	25% to less than 50%	50% to less than 75%	75% and above	
Secondary	Rural	Government	22	3	-	4	34
		Private	65	7	-	5	57
	Urban	Government	12	1	-	-	13
		Private	20	5	3	3	31
	Total	Government	34	9	-	4	47
Higher Secondary	Rural	Private	65	12	3	3	83
		Government	11	1	2	2	16
	Urban	Private	4	1	1	-	6
		Government	3	7	1	1	17
	Total	Private	6	1	1	-	8
		Government	19	8	3	3	33
	Total	Private	10	2	2	-	14
		Government					









TABLE -6

## SCHOOLS AS PER DEMARCATION OF BOUNDARY

STATE : KARNATAKA

Schools	Area	Management	No Demarcation	Demarcation of Boundary				
				a	b	c	d	e
Secondary	Rural	Government	15	3	3	2	4	7
		Private	20	3	12	10	4	8
	Urban	Government	5	2	1	2	1	2
		Private	8	6	3	5	6	3
	Total	Government	20	5	4	4	5	9
		Private	28	9	15	15	10	11
Higher Secondary	Rural	Government	4	4	1	-	2	5
		Private	1	1	1	-	1	2
	Urban	Government	5	3	4	-	1	4
		Private	2	2	-	-	1	3
	Total	Government	9	7	5	-	3	9
		Private	3	3	1	-	2	5

a) Pucka compound wall on all sides.

b) Barbed wire fencing/Hedge on all sides.

c) Partly pucka compound wall and partly hedge/barbed wires on all sides.

d) Pucka compound wall/hedge/barbed wire in few sides only (i.e.

few sides yet to be covered)

e) Will/kruti a, b, c and d above.



SCHOOLS 1/5 PER APPROACH ROADS, INTERNAL  
LEVELLING AND DRAINAGE SYSTEM

STATE: KARNATAKA

Schools	Area	Management	Metalled Approach Roads	Unmetalled Approach Roads		Properly levelled with adequate drainage system		Water stagnates in the school premises during the rainy season	
				Water stagnates	Water does not stagnate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10
Secondary	Rural	Government	21	11	2	10	24	12	12
		Private	27	10	20	28	29	8	21
	Urban	Government	11	2	-	4	9	3	6
		Private	25	6	-	24	7	2	5
	Total		32	13	2	14	33	15	18
Higher Secondary	Rural	Government	52	16	20	52	36	10	26
		Private	13	3	-	4	12	7	5
	Urban	Government	6	-	-	2	4	1	3
		Private	17	-	-	11	6	4	2
	Total		8	-	-	5	3	2	1
Higher Secondary	Total	Government	30	3	-	15	18	11	7
		Private	14	-	-	7	7	3	4



SCHOOLS ACCORDING TO THEIR SITE AND CATCHMENT AREA

STATE : KARNATAKA

Area	Schools	School site is free from						Located properly in relation to community	
		Heavy traffic		Noisy environment		Noxious industries			
		Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10
	Boys	3	-	3	-	2	1	1	2
	Girls	2	-	2	-	2	-	2	-
	Co-Educational	87	21	84	24	82	26	93	15
	Total	92	21	89	24	86	27	96	17
	Boys	11	4	12	3	11	4	14	1
	Girls	14	10	16	8	20	4	24	-
	Co-educational	22	8	18	12	18	12	28	2
Urban	Total	47	22	46	23	49	20	66	3





TABLE -9

SCHOOLS ACCORDING TO SPACE FOR MORNING  
ASSEMBLY AND DEVELOPMENT OF THE CAMPUSSTATE: KARNATAKA

Schools	Area	Management	Sufficient space for morning assembly		Whether running in one campus		Whether the school campus has been developed in a planned manner	
			Yes	No	Yes	No	Yes	No
Secondary	1	2	3					
				4	5	6	7	8
	Rural	Government	33	1	30	4	22	12
		Private	56	1	51	6	63	9
	Urban	Government	12	1	13	-	7	6
		Private	31	-	29	2	27	4
	Total	Government	45	2	43	4	29	18
		Private	87	1	80	8	75	13
	Rural	Government	16	-	15	1	13	3
		Private	5	1	6	-	6	-
Higher Secondary	Rural	Government	17	-	16	1	8	9
		Private	8	-	8	-	4	4
	Urban	Government	33	-	31	2	21	12
		Private	13	1	14	-	10	4
	Total							



TABLE - 10

## SCHOOLS ACCORDING TO BUILDINGS

STATE : KARNATAKA

Schools	Area	Management	Type of Schools and their buildings														Total		
			Boys				Girls				Co-educational				O.S.	P.B.	T.H./K.B.	T.A.	O.S.
			P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Secondary	Rural	Government	1	-	-	-	-	-	-	-	28	5	-	-	24	5	-	-	
		Private	1	-	-	-	1	1	-	-	45	7	1	1*	47	8	1		
	Urban	Government	-	-	-	-	6	-	-	-	3	3	-	1*	9	3	-	1	
		Private	8	2	-	-	10	-	-	-	10	1	-	-	28	3	-	-	
	Total		1	-	-	-	6	-	-	-	31	8	-	1	38	8	-	1	
Higher Secondary	Rural	Government	9	2	-	-	11	1	-	-	55	8	1	1	75	11	1	1	
		Private	-	-	-	-	-	-	-	-	15	1	-	-	15	1	-	-	
	Urban	Government	3	-	-	-	5	1	-	-	7	1	-	-	15	2	-	-	
		Private	2	-	-	-	2	-	-	-	4	-	-	-	8	-	-	-	
	Total		3	-	-	-	5	1	-	-	22	2	-	-	30	3	-	-	

Note : 1. P.B. - Pucca Building; T.H./K.B. - Thatched Huts/ Kachcha Building; T.A. - Tented Accommodations  
O.S. - Open Space

2.\* Both these schools do not have their own building and are running in Government Higher Primary School Buildings (in shifts). Hence these schools have put themselves in 'open space'.

...../-



TABLES -11

SCHOOL BUILDINGS AS PER YEAR OF CONSTRUCTION

STATE : KARNATAKA

Schools	Area	Management	Year of construction					Total
			Up to 1950	1951-60	1961-70	1971-80	1981 & onward	
1	2	3	4	5	6	7	8	9
Secondary	Rural	Government	1	1	8	6	13	29
		Private	3	7	13	11	13	47
		Government	1	3	3	1	1	9
	Urban	Private	8	3	6	6	5	28
		Government	2	4	11	7	14	38
Higher Secondary	Total	Private	11	10	19	17	18	75
		Government	3	4	5	3	-	15
	Rural	private	-	1	2	2	1	6
		Government	7	4	2	1	1	15
	Urban	Private	2	3	-	2	1	8
		Government	10	8	7	4	1	30
	Total	Private	2	4	2	4	2	14
		Government	2	4	2	4	2	14
	Rural	private	-	1	2	2	1	6
		Government	7	4	2	1	1	15



TABLE -12

SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCORDING TO NUMBER OF STOREYS AND POTENTIALITY OF CONSTRUCTION ON UPPER STOREY

STATE : KARNATAKA

Number of Storeys in the Building	Schools with extra land and potentiality of construction on upper storey									
	Rural					Urban				
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11
Single	29	47	12	9	41	56	15	12	11	8
Double	-	-	-	-	-	-	4	5	3	-
Three	-	-	-	-	-	-	1	-	-	-
More than Three	-	-	-	-	-	-	-	-	-	1
Total	29	47	12	9	41	56	20	17	14	9

Contd..../





TABLE -12 Contd....

STATE : KARNATAKA

[illegible]



SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS,  
ROOFS AND FLOORS

STATE : KARNATAKA

Schools	Area	Management	Number of Schools Having																
			Walls made of					Roofs made of				Floors made of							
			Pucka Build- ing	Brick	Stone	Wood	Any other	R.C.C.	Rein- forced Brick	Stone	Wood	Any other	Wid.	Brick	Urdu- nary con- crete	Mosaic/ Terrazo with chips	Any other		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Secondary	Rural	Govt.	29	22	6	-	-	1	14	1	2	4	8	-	1	20	1	7	
		Private	47	21	21	1	4	11	6	1	10	19	1	-	39	-	7		
		Govt.	9	5	4	-	-	-	5	1	1	-	2	-	-	8	-	1	
	Urban	Private	28	13	10	1	1	1	15	6	-	1	6	-	1	21	-	6	
		Govt.	38	27	10	-	1	1	19	2	3	2	10	-	1	28	1	8	
	Total	Private	75	37	31	2	5	26	12	1	11	11	25	1	1	60	-	13	
Higher Secondary	Rural	Govt.	15	13	2	-	-	-	4	1	-	1	9	-	1	13	-	1	
		Private	6	3	2	-	1	1	2	1	-	-	3	-	-	6	-	-	
	Urban	Govt.	15	11	2	-	2	2	8	4	-	-	3	-	-	12	-	3	
		Private	8	5	2	1	-	-	4	-	-	1	3	-	-	5	-	3	
		Govt.	30	24	4	-	2	12	5	-	-	1	12	-	1	25	-	4	
	Total	Private	14	8	4	1	1	6	1	-	-	1	6	-	-	11	-	3	



TABLE -14 :

## SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF FINISHING PROVIDED FOR MASONARY WORK

STATE: KARNATAKA

Schools	Area	Management	Internal Masonary work					External Masonary work				
			White wash/colour	Dry Des-ten-per	Snowcen	Paints	None of these	Whitewash/colour	Dry Des-ten-per	Snowcea	Paints	None of these
1	2	3	4	5	6	7	8	9	10	11	12	13
Sec-ondary	Rural	Govt.	26	2	-	-	1	24	4	-	-	1
		Private	45	1	-	-	1	40	5	1	-	1
	Urban	Govt.	9	-	-	-	-	9	-	-	-	-
		Private	19	6	-	1	2	20	6	1	-	1
	Total	Govt.	35	2	-	-	1	33	4	-	-	1
		Private	64	7	-	1	3	60	11	2	-	2
Higher secondary	Total	Govt.	14	-	1	-	-	14	1	-	-	-
		Private	6	-	-	-	-	5	1	-	-	-
	Urban	Govt.	13	-	-	-	2	11	2	-	-	2
		Private	8	-	-	-	-	7	1	-	-	-
	Total	Govt.	27	-	1	-	2	25	3	-	-	2
		Private	14	-	-	-	-	12	2	-	-	-



TABLE 15

SCHOOLS WITH PUCKA BUILDINGS AND MATERIAL USED IN  
DOORS & WINDOWSSTATE: KARNATAKA

Schools	Area	Management	Schools						With			
			Door Frames made of		Door Shutters made of		Window Frames made of		Window Shutters made of		Steel	Steel
			Wood	Steel	Wood	Steel	Wood	Steel	Wood	Steel		
1	2	3	4	5	6	7	8	9	10	11		
Secondary	Rural	Govt.	28	1	25	4	27	2	23	6		
		Private	44	3	40	7	43	4	37	10		
	Urban	Govt.	9	—	9	—	7	2	9	—		
		Private	26	2	23	5	23	5	23	5		
	Total		37	1	34	4	34	4	32	6		
Higher Secondary	Rural	Govt.	70	5	63	12	66	9	60	15		
		Private	15	—	15	—	14	1	15	—		
	Urban	Govt.	6	—	5	1	5	1	4	2		
		Private	13	2	11	4	13	2	13	—		
	Total		28	2	26	4	27	3	28	2		
			14	—	13	1	13	1	12	2		





SCHOOLS WITH PUCKA BUILDINGS AS PER DOOR/  
WINDOW SHUTTERS

STATE: KARNATAKA

Schools	Area	Management	Schools				Having			
			Doors with		Fully pane- lled shut- ters	Fully glazed shutters	Windows with		Fully glazed shutters	Fully pannelled shutters
			Fully glazed shutters	Partly gla- zed and par- tly panne- lled shutters			Fully glazed shutters	Partly glazed and partly pannelled shutters		
1	2	3	4	5	6	7	8	9		
Sec- ondary	Rural	Govt.	6	4	19	6	3	20		
		Private	10	9	28	12	11	24		
	Urban	Govt.	1	1	7	2	1	6		
		Private	14	4	10	15	4	9		
	Total	Govt.	7	5	26	8	4	26		
		Private	24	13	38	27	15	33		
Higher Sec- ondary	Rural	Govt.	3	3	9	4	3	8		
		Private	-	1	5	1	1	4		
	Urban	Govt.	2	2	11	3	2	10		
		Private	1	-	7	2	2	4		
	Total	Govt.	5	5	20	7	5	18		
		Private	1	1	12	3	3	8		



TABLE - 17

SCHOOLS WITH KACHCHA BUILDINGS/THATCHED HUTS AND  
TYPE OF WALLS, ROOFS AND FLOORS

STATE: KARNATAKA

Schools	Area	Management	Number of schools having														
			Kachcha Building/Thatched Huts			Walls made of			Roofs made of					Floors made of			
			Wood	Brick/Stone	Mud	Any other	Clay/Tile-roofs	Tin Sheet	Wood	Thatched	Any other	Kachcha	Wood	Bricks	Any other		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Secondary	Rural	Govt.	5	-	4	1	-	3	2	-	-	-	1	-	3	1	
		Private	8	-	5	2	1	4	2	1	1	-	2	-	2	4	
	Urban	Govt.	3	-	3	-	-	-	1	-	1	1	-	-	-	2	3
		Private	3	-	3	-	-	-	1	-	-	1	-	-	-	-	2
	Total	Govt.	8	-	7	1	-	3	3	-	-	1	1	2	-	3	7
		Private	11	-	8	2	1	5	2	1	2	1	2	-	2	-	
Higher Secondary	Rural	Govt.	1	-	1	-	-	-	1	-	-	-	-	-	1	-	
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Urban	Govt.	2	-	2	-	-	-	2	-	-	-	-	2	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	3	-	3	-	-	-	3	3	-	-	-	2	-	1	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	



TABLE 18

SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT  
AND VENTILATIONSTATE: KARNATAKA

Schools	Area	Management	SCHOOLS HAVING									
			Natural Lights		Artificial Lights		Both Natural and Artificial Lights		Properly Ventilated Rooms			
			Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11		
Secondary	Rural	Govt.	27	—	4	—	3	—	29	5		
		Private	41	7	3	—	6	—	54	3		
	Urban	Govt.	12	—	—	—	1	—	10	3		
		Private	19	5	3	—	4	—	27	4		
	Total		39	—	4	—	4	—	39	3		
Higher Secondary	Rural	Govt.	60	12	6	—	10	—	81	7		
		Private	10	—	3	—	3	—	15	1		
	Urban	Govt.	5	—	1	—	—	—	5	1		
		Private	15	1	—	—	1	—	16	1		
	Total		6	—	1	—	1	—	6	2		
Total	Rural	Govt.	25	1	3	—	4	—	31	2		
		Private	11	—	2	—	1	—	11	3		
	Urban	Govt.	—	—	—	—	—	—	—	—		
		Private	—	—	—	—	—	—	—	—		
	Total		—	—	—	—	—	—	—	—		



TABLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS/  
FIXTURES AND SITUATION OF BLACKBOARDS

STATE		KARNATAKA		Schools having adequate elec- trical fittings and fixtures		Schools having satisfactory condition of electrical fittings and fixtures		Schools having black-board in most of the rooms free from sun glazes	
Schools	Area	Management	Yes	No	Yes	No	Yes	No	
1	2	3	4	5	6	7	8	9	
Secon- dary	Rural	Govt.	10	24	10	24	30	4	
		Private	43	14	43	14	54	3	
	Urban	Govt.	4	9	4	9	11	2	
		Private	19	12	19	12	29	2	
Total	Govt.	14	33	14	33	41	6		
	Private	62	26	62	26	83	5		
Higher secon- dary	Rural	Govt.	8	8	6	10	13	3	
		Private	6	-	6	-	5	1	
	Urban	Govt.	6	11	5	12	7	5	
		Private	6	2	6	2	25	1	
	Total	Govt.	14	19	11	22	25	8	
		Private	12	2	12	2	12	2	





TABLE 20

## OWNERSHIP OF SCHOOL BUILDINGS

STATE: KARNATAKA

Schools	Area	Management	Ownership of Buildings								Total
			Owned by construction	Owned by donation	Rented	Rent free	Partly owned & partly rent free	Partly owned & partly rented	Partly rented & partly rent free	Partly Owned, partly rented & partly rent free	
1	2	3	4	5	6	7	8	9	10	11	12
Secondary	Rural	Govt.	18	5	5	5	—	1	—	—	34
		Private	22	7	13	10	3	1	1	—	57
	Urban	Govt.	6	1	4	2	—	—	—	—	13
		Private	12	3	14	2	—	—	—	—	31
Higher Secondary	Rural	Govt.	24	6	9	7	—	1	—	—	47
		Private	34	10	27	12	3	1	1	—	88
	Urban	Govt.	11	2	1	—	1	1	—	—	16
		Private	3	1	2	—	—	—	—	—	6
Total	Rural	Govt.	9	6	—	1	1	—	—	—	17
		Private	4	1	2	—	1	—	—	—	8
	Urban	Govt.	20	8	1	1	2	1	—	—	33
		Private	7	2	4	—	1	—	—	—	14



TABLE 21

## SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

STATE KARNATAKA

Building was Originally Constructed for												
Schools	Area	Management	School	Residential purpose	Temple/Dharamshala/ Religious Place	Panchayat Ghar	Any other				Total of i) to iv)	Grand Total
							i)	ii)	iii)	iv)		
1	2	3	4	5	6	7	8	9	10	11	12	13
Secun- dary	Rural	Govt.	27	1	1	1	2	2	-	-	4	34
		Private	47	4	4	1	1	-	-	-	1	57
	Urban	Govt.	6	1	1	2	2	1	-	-	3	13
		Private	25	3	1	-	-	2	-	-	2	31
	Total			33	2	2	3	4	3	-	-	7
Higher Secun- dary	Rural	Govt.	72	7	5	1	1	2	-	-	3	88
		Private	13	-	1	1	-	-	1	-	1	16
	Urban	Govt.	5	1	-	-	-	-	-	-	-	6
		Private	11	-	-	1	-	-	-	-	5	17
	Total			7	1	-	-	-	-	-	5	6
		Govt.	24	-	1	2	-	-	1	-	-	14
		Private	12	2	-	-	-	-	-	-	-	14



SCHOOLS RUNNING IN RENT-FREE BUILDINGS AND  
THE PURPOSE FOR WHICH BUILDINGS WERE CONSTRUCTED

[illegible]



TABLE 23

REGULAR USE OF SCHOOL ACCOMMODATION FOR  
PURPOSE OTHER THAN TEACHINGSTATE: KARNATAKA

Schools	Area	Management	Accommodation not used for other than Teaching purpose	Accommodation used for purpose other than teaching								
				Another School/ College	Private Part- time Classes	Adult/ Non-formal Education Centres	Community Library/ Recreation Room	Pancha- yat Meetings	Reli- gious Gathe- rings	Family wel- fare camps	Weekly Bazar	Any other
1	2	3	4	5	6	7	8	9	10	11	12	13
Second- dary	Rural	Govt.	30	1	-	1	-	1	1	-	-	-
		Private	54	1	-	-	-	-	1	-	-	1
	Urban	Govt.	11	1	-	-	-	-	1	-	-	-
		Private	29	2	-	-	-	-	-	-	-	-
Higher Second- dary	Total	Govt.	41	2	-	1	-	1	2	-	-	-
		Private	83	3	-	-	-	-	1	-	-	1
	Rural	Govt.	14	1	-	-	-	-	-	1	-	-
		Private	6	-	-	-	-	-	-	-	-	-
Higher Second- dary	Urban	Govt.	15	-	-	-	-	-	-	1	-	1
		Private	6	1	-	-	-	-	1	-	-	-
	Total	Govt.	29	1	-	-	-	-	-	2	-	1
		Private	12	1	-	-	-	-	1	-	-	-





TABLE 24

## SCHOOLS ACCORDING TO SHORTAGE OF CLASS ROOMS

STATE: <u>KARNATAKA</u>		Schools with Shortage of Class Rooms										Schools without shortage of class rooms	Management	Area	Schools
1	2	3	One Room	Two Rooms	Three Rooms	Four Rooms	5-6 Rooms	7-8 Rooms	9-10 Rooms	More than 10 Rooms	Total				
Secondary			5	6	7	8	9	10	11	12	13				
		Govt.	1	-	1	-	-	-	-	-	34				
	Rural	Private	3	-	-	-	-	-	-	-	57				
		Govt.	-	-	-	-	-	-	-	-	13				
	Urban	Private	-	1	-	-	-	-	-	-	31				
Higher Secondary			1	-	1	-	-	-	-	-	47				
		Govt.	3	1	-	-	-	-	-	-	88				
		Private	1	1	-	-	-	-	-	-	16				
	Rural	Govt.	-	-	-	-	-	-	-	-	6				
		Private	-	1	1	-	1	2	1	2	17				
Total			-	-	-	1	-	-	2	-	8				
		Govt.	-	-	-	-	-	-	2	-	33				
		Private	1	2	1	-	1	2	1	2	14				
	Rural	Govt.	-	-	-	1	-	-	2	-	14				
		Private	-	-	-	-	-	-	-	-	14				



TABLE 25

## SOURCES OF FUNDS FOR ADDITIONAL CONSTRUCTION IN SCHOOLS

STATE: KARNATAKA

Schools	Area	Management	Sources of Funds						Any other
			Government	Local Body	Management Committee for Private Aided and Unaided Schools	Contribution by Community	Fee charged from the students for this purpose		
1	2	3	4	5	6	7	8	9	
Secondary	Rural	Govt.	33	1	—	—	—	—	
		Private	—	—	40	13	2	2	
	Urban	Govt.	12	—	—	1	—	—	
		Private	—	—	28	2	—	1	
	Total	Govt.	45	1	—	1	—	—	
		Private	—	—	68	15	2	3	
Higher Secondary	Rural	Govt.	16	—	—	—	—	—	
		Private	—	—	6	—	—	—	
	Urban	Govt.	17	—	—	—	—	—	
		Private	—	—	6	1	1	—	
	Total	Govt.	33	—	—	—	—	—	
		Private	—	—	12	1	1	—	



TABLE 26

## SCHOOLS ACCORDING TO NUMBER OF SCIENCE LABORATORIES

STATE: KARNATAKA

Schools	Area	Management	SCHOOLS HAVING						
			One laboratory				Two laboratories		
			No. of Laboratory	No. of Schools	Space Ade- quate Accor- ding to schools	Having 67.62 Sq. mtrs. or more area	No. of Schools	First laboratory	Second Laboratory
1	2	3	4	5	6	7	8	9	10
Secon- dary	Rural	Govt.	19	15	32	12	1	1	1
Secon- dary	Urban	Govt.	7	6	12	8	1	1	1
Total	Total	Govt.	26	21	32	20	2	2	1
Higher Secon- dary	Rural	Govt.	3	11	3	2	2	2	1
Higher Secon- dary	Urban	Govt.	3	8	2	1	1	2	2
Total	Total	Govt.	6	19	6	3	2	2	1

Contd. ....



TABLE 26 (Contd...)

TABLE 26 (Contd..)





TABLE 27

SCHOOLS ACCORDING TO SUBJECT-WISE LABORATORIES  
AND OTHER RELATED SPACES IN THEMSTATE: KARNATAKA

Schools	Area	Management	Physics				Chemistry				Whether space adequate	Schools having Dark room	Schools having store-cum preparation room	Whether space adequate	Schools having balance room	Whether space adequate
			Schools having Lab.	Schools having store-cum preparation room	Whether space adequate	Schools having Dark room	Whether space adequate	Schools having Lab.	Schools having store-cum preparation room	Whether space adequate						
1	2	3	4	5	6	7	8	9	10	11	12	13				
Secondary	Rural	Govt.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Private	2	2	2	1	1	1	1	1	1	1	1	1	1	1
		Govt.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Private	4	4	4	1	1	4	1	1	2	2	—	—	—	—
Higher Secondary	Rural	Govt.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Private	6	6	6	2	2	2	1	1	—	—	—	—	—	—
		Govt.	2	2	2	—	—	2	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	Urban	Govt.	6	3	3	1	1	5	2	2	1	1	—	—	—	—
		Private	5	1	1	—	—	3	—	—	—	—	—	—	—	—
		Govt.	8	5	5	—	—	8	3	3	—	—	—	—	—	—
		Private	5	1	1	1	1	5	—	—	—	—	—	—	—	—
Total	Total	Govt.	5	1	1	1	1	5	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Govt.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—	—	—	—	—

CONTD...../-



TABLE 27 (contd)

Karnataka

Schools	Area	Management	Biology					Combined				
			Schools having Lab.	Schools having store-preparation room	Whether space adequate	Schools having museum	Whether space adequate	Schools having Lab.	Schools having store-preparation room	Whether space adequate	Schools having Dark/balance room/museum	Whether space adequate
1	2	3	14	15	16	17	18	19	20	21	22	23
Secondary	Rural	Govt.	-	-	-	-	-	15	1	1	-	-
		Private	2	1	1	1	1	39	3	3	1	1
	Urban	Govt.	-	-	-	-	-	6	-	-	-	-
		Private	3	1	1	1	1	18	-	-	-	-
	Total	Govt.	-	-	-	-	-	21	1	1	-	-
		Private	5	2	2	2	2	57	3	3	1	1
Higher Secondary	Rural	Govt.	2	1	1	-	-	11	2	2	-	-
		Private	-	-	-	-	-	4	1	1	-	-
	Urban	Govt.	4	1	1	-	-	8	2	2	-	-
		Private	4	2	2	1	1	3	-	-	-	-
	Total	Govt.	6	2	2	-	-	19	4	4	-	-
		Private	4	2	2	1	1	7	1	1	-	-



SCHOOLS ACCORDING TO FACILITIES AVAILABLE AND  
SPECIAL BOTTLENECKS IN THE LABORATORIES

**STATE**  
**KARNATAKA**

Bottle-necks in the laboratories																										
Schools	Area	Adequate running water-taps in labs.			Adequate electrical fittings for performing experiments in labs.			Adequate fittings and fixtures for performing experiments in labs.			Physics		Chemistry		Biology			Home Science			Combined					
		Yes		No	Yes		No	Yes		No	Yes		No	Yes		No	Yes		No	Yes		No	Yes		No	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
1	2	3	4	5	6	7	8																			
Secondary	Rural	40	16	35	21	33	23																			
	Urban	21	7	20	8	20	8																			
	Total	61	23	55	29	53	31																			
Higher Secondary	Rural	14	3	14	3	14	3																			
	Urban	20	2	14	8	14	8																			
	Total	34	5	28	11	28	11																			
		Physics 1. 2.					Chemistry 1. 2. 3.					Biology 1 2 3.					Home Science 1 2 3					Combined 1 2 3				



TABLE 32

## SCHOOLS HAVING SUBJECT ROOMS

STATE: KARNATAKA

Schools	Area	Management	Science Lecture Room		Special Studies Room (Geo., History)		Art/Drawing Room		Activity/Music Room		Work experience/Craft Room	
			Space Adequate	Space Inadequate	Space Adequate	Space Inadequate	Space Adequate	Space Inadequate	Space Adequate	Space Inadequate	Space Adequate	Space Inadequate
1.	2		4	5	6	7	8	9	10	11	12	13
Secondary	Rural	Govt.	—	—	—	—	2	1	4	—	5	1
		Private	—	—	1	—	3	1	3	—	8	—
	Urban	Govt.	—	—	—	—	—	—	—	—	—	—
		Private	1	2	3	3	3	1	1	—	2	1
	Total	Govt.	—	—	—	—	2	1	4	—	5	1
		Private	1	2	4	3	6	2	4	—	10	1
Higher Secondary	Rural	Govt.	—	—	—	1	1	1	1	1	2	1
		Private	—	—	—	—	—	—	—	—	—	—
	Urban	Govt.	—	1	1	1	1	1	—	1	4	1
		Private	1	—	—	—	2	—	2	—	4	1
	Total	Govt.	—	1	1	2	2	2	1	2	6	2
		Private	1	—	—	—	2	—	2	—	4	1





TABLE 30

## SCHOOLS HAVING LIBRARY

KARNATAKA

STATE: KARNATAKA

Schools	Area	Management	Library in schools		Number of students who can sit at a time in the library room					
			Number of schools having library room	Space Adequate according to Schools	1 to 9	10 to 24	25 to 49	50 to 74	75 to 99	100 & more
Secondary	Rural	Govt.	8	7	2	2	4	—	—	—
		Private	16	11	2	3	8	3	—	—
	Urban	Govt.	3	1	1	4	4	2	—	—
		Private	11	7	4	3	4	—	—	—
Higher Secondary	Rural	Govt.	11	8	3	7	12	5	—	—
		Private	27	18	2	2	—	—	—	—
	Urban	Govt.	4	4	—	1	1	1	—	—
		Private	2	6	1	1	3	—	—	—
Total	Rural	Govt.	6	3	2	2	1	—	—	—
		Private	5	10	3	3	3	1	—	—
	Urban	Govt.	10	4	2	3	2	—	—	—
		Private	7	4	2	3	2	—	—	—



TABLE - 31

## SCHOOLS HAVING ROOMS FOR ADMINISTRATION &amp; OTHER PURPOSES

Schools	Area	SCHOOLS										HAVING					
		Head-Master/Prin- cipal's Room	Space Ade- quate	Office Room	Space Ade- quate	Vice-Prin- cipal's Room	Space Ade- quate	Staff Common Room	Space Ade- quate	Combined for Prin- cipal/Head Master and O- ffice	Space Ade- quate	Ph. Ed. Tea- chery Room	Space Ade- quate	Visi- tors' Rooms	Space Ade- quate	Gen. Store	Spe- cial Ad- quat
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Secondary	Rural	44	39	28	24	-	-	64	53	47	33	17	14	1	1	12	12
	Urban	30	24	27	22	1	1	34	21	14	6	17	11	2	2	10	5
	Total	74	63	55	46	1	1	98	74	61	39	34	25	3	3	22	17
Higher Secondary	Rural	14	9	15	9	1	1	15	8	8	4	9	5	1	1	5	4
	Urban	20	19	20	17	-	-	22	16	5	1	16	9	2	2	5	5
	Total	34	28	35	26	1	1	37	24	13	5	25	14	3	3	10	9



TABLE-32

## SCHOOLS HAVING SERVICE ROOMS

STATE: KARNATAKA

Schools	Area	Management	S C H O O L S					H A V I N G		
			Ncc/Acc/ Scout Room	Space Adeq- ate	Medical/ First-Aid Room	Space Adequate	Book Store	Space Adequate	Games & Sports Store	Space Adequate
1	2	3	4	5	6	7	8	9	10	11
Secondary	Rural	Govt.	1	1	-	-	-	-	12	2
		Private	1	1	5	3	6	4	11	10
	Urban	Govt.	1	-	-	-	-	-	-	-
		Private	10	8	1	1	6	5	10	4
Higher Secondary	Total	Govt.	2	1	-	-	-	-	12	2
		Private	11	9	6	4	12	9	21	14
	Rural	Govt.	1	1	1	1	3	1	4	3
		Private	-	-	-	-	2	2	-	-
	Urban	Govt.	5	2	-	-	2	1	2	2
		Private	3	2	3	2	4	3	4	3
	Total	Govt.	6	3	1	1	5	2	6	5
		Private	3	2	3	2	6	5	4	3



# SCHOOLS WITH ANCILLARY SPACES

SCHOOLS

# SCHOOLS WITH ANCILLARY SPACES





SCHOOLS WITH HOME SCIENCE LABORATORY,  
BROAD TOWN, T. ERSSA AND MOLE NARODU STREET  
KOLLAM

VERZATZT



TABLE-35

## SCHOOLS HAVING VOCATIONAL LABORATORIES/WORKSHOPS

STATE : KARNATAKA

Schools	Area	management	Schools where Vocational Education is being taught	No. of Schools having vocational laboratories/workshops	Adequate according to school authorities
1	2	3	4	5	6
Secondary	Rural	Govt.	—	—	—
		Private	1	1	1
	Urban	Govt.	—	—	—
		Private	2	2	2
	Total	Govt.	—	—	—
Higher Secondary	Rural	Govt.	—	—	—
		Private	3	3	3
	Urban	Govt.	—	—	—
		Private	—	—	—
	Total	Govt.	—	—	—
		Private	—	—	—



TABLE 36

## SCHOOLS ACCORDING TO DRINKING WATER FACILITY

STATE: KARNATAKA

Schools	Area	Management	Schools having drinking water facility		Source of drinking water							
			Yes	No	Only a	Only b	Only c	Only d	a+b	b & c	a & c a, b & c	
1	2	3	4	5	6	7	8	9	10	11	12	13
			21	13	9	6	2	3	1	-	-	
			52	5	8	13	-	7	17	3	3	1
			12	1	-	8	2	1	-	-	1	-
Secondary	Urban	Govt. Private	31	-	3	17	1	3	3	1	-	
			33	14	9	14	4	4	1	-	1	-
			23	5	11	30	1	10	20	6	4	1
			9	7	2	5	1	1	-	-	-	-
Higher Secondary	Rural	Govt. Private	6	-	1	1	3	1	-	-	-	-
			14	3	13	10	1	-	-	-	-	-
			8	-	12	3	-	1	-	2	-	-
			23	10	15	15	2	1	-	-	-	-
Total	Total	Govt. Private	14	-	3	4	3	2	-	2	-	-

Notes a) - Hand Pump; b) Running water tap within building;  
 c) - Well in the school Compound; d) Water is brought from outside and stored in pots/tanks



SCHOOLS ACCORDING TO TOILET FACILITY

STATE: KARNATAKA

Schools	Area	Management	Boys Schools					Girls Schools					Co-Educational Schools							
			Having Proper Facilities			Common for Staff & Students	No per Facility	Having Proper Facilities			Common for Staff & Students	No per Facility	Having Proper Facilities			Common for Staff & Students	No per Facility			
			No Pro- per Fac- ility	Sepa- rate for				No Pro- per Fac- ility	Gir- dinal- e Staff	Female Staff			No Pro- per Fac- ility	Gir- dinal- e Staff	Female Staff					
				Boys Staff	female Staff													Boys Staff	female Staff	
1.	2.	3.	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Seco- ndary			1	-	-	-	-	-	-	-	-	-	28	4	4	2	1	1	-	-
	Rural	Govt.	-	1	-	-	-	1	1	-	-	-	21	25	14	16	8	8	-	-
		Private	-	-	-	-	-	3	3	-	-	-	6	1	1	1	1	-	-	-
	Urban	Govt.	3	5	2	2	2	4	6	3	2	-	4	4	1	3	2	3	-	-
		Private	1	-	-	-	-	3	3	-	-	-	34	5	5	3	2	1	-	-
Higher Secondary	Total	Govt.	3	6	2	2	2	5	7	3	2	-	25	29	15	14	16	11	-	-
		Private	-	-	-	-	-	-	-	-	-	-	4	8	3	2	1	2	2	2
	Rural	Govt.	-	-	-	-	-	-	-	-	-	-	2	2	2	-	-	1	-	-
		Private	-	1	-	-	-	-	-	-	-	-	4	2	2	1	1	2	-	-
	Urban	Govt.	1	2	-	-	-	2	2	1	1	-	-	2	2	2	-	3	1	1
		Private	-	2	-	-	-	-	2	1	-	-	8	10	5	3	2	4	2	2
	Total	Govt.	1	2	-	-	-	2	2	-	-	-	2	4	4	-	3	2	1	1
		Private	-	3	-	-	-	-	2	1	1	-	2	4	4	-	3	2	1	1

Higher Secondary





SCHOOLS ACCORDING TO TOILET FACILITY  
WITHIN/OUTSIDE THE BUILDING

STATE KARNATAKA

Schools	Area	Management	Schools having facility within building	Schools having facility outside the building at a distance of							
				Less than 25 mtrs.	26 to 50 mtrs.	51 to 75 mtrs.	76 to 100 mtrs.	101 to 200 mtrs.	201 to 300 mtrs.	301 to 400 mtrs.	Above 401 to 500 mtrs.
Secondary	Rural	Govt.	2	1	1	1	—	—	—	—	—
		Private	20	8	4	1	1	1	—	—	—
	Urban	Govt.	2	—	1	1	—	—	—	—	—
		Private	15	4	1	—	—	—	—	—	—
	Total	Govt.	4	1	2	2	—	—	—	—	—
		Private	35	12	5	1	1	1	—	—	—
	Rural	Govt.	9	2	1	—	—	—	—	—	—
		Private	3	—	1	—	—	—	—	—	—
	Higher Secondary	Govt.	5	2	2	1	—	—	—	—	—
		Private	5	2	1	—	—	—	—	—	—
Total	Total	Govt.	14	4	3	1	—	—	—	—	—
		Private	8	2	2	—	—	—	—	—	—



SCHOOLS ACCORDING TO PLAYGROUNDS & THEIR AREA

STATE: KARNATAKA

Schools	Area	Management	Schools having playgrounds within the Campus (area in Sq. meters)					Schools having playgrounds outside the Campus (area in Sq. meters)				
			Less than 1000	1000 to 1999	2000 to 4999	5000 to 9999	10000 and above	Less than 1000	1000 to 1999	2000 to 4999	5000 to 9999	10000 and above
1	2	3	4	5	6	7	8	9	10	11	12	13
Secondary	Rural	Govt.	9	3	3	7	5	3	1	-	-	1
		Private	8	5	4	9	17	7	-	3	-	-
	Urban	Govt.	2	1	3	1	3	-	-	-	-	1
		Private	6	2	2	6	9	1	-	2	1	-
Higher Secondary	Total	Govt.	11	4	6	8	8	3	1	5	-	2
		Private	14	7	6	15	26	8	-	5	1	-
	Rural	Govt.	1	1	1	4	6	-	1	-	-	1
		Private	-	1	-	-	3	1	-	-	-	1
Total	Urban	Govt.	6	1	1	3	2	-	-	-	2	-
		Private	2	-	1	2	2	-	-	-	1	-
	Total	Govt.	7	2	2	7	8	-	1	-	2	1
		Private	2	1	1	2	5	1	-	-	1	1



SCHOOLS ACCORDING TO COVERED SPACE FOR  
INDOOR GAMES

STATE: KARNATAKA

Schools	Area	Management	Number of schools having the facility	Schools having covered area for indoor games (area in Sq. mtrs.)									
				Up to 50	51 to 100	101 to 150	151 to 200	201 to 250	251 to 300	301 to 400	401 to 500	Above 500	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	1	1	1	1	1	1	1	1	1	1	
		Private	6	2	2	1	1	1	1	1	1	1	
	Urban	Govt.	1	1	1	1	1	1	1	1	1	1	
		Private	2	1	1	1	1	1	1	1	1	1	
	Total		2	1	1	1	1	1	1	1	1	1	
Higher Secondary	Rural	Govt.	1	1	1	1	1	1	1	1	1	1	
		Private	2	1	1	1	1	1	1	1	1	1	
	Urban	Govt.	2	1	1	1	1	1	1	1	1	1	
		Private	2	1	1	1	1	1	1	1	1	1	
	Total		3	1	1	1	1	1	1	1	1	1	



TABLE 41

## SCHOOLS ACCORDING TO CANTEN AND CYCLE STAND FACILITY

STATE: KARNATAKA

Schools	Area	Management	Schools				Having		No Canteen	A Cycle Stand in the Campus	
			Permanent Canteen in the Building	Permanent Canteen in the Campus	Temporary Canteen in the Campus					Yes	No
1	2	3	4	5	6				7	8	9
Secondary	Rural	Govt.	—	—	—				34	1	33
		Private	—	—	—				57	7	50
	Urban	Govt.	—	—	—				13	1	12
		Private	—	1	2				28	14	17
	Total	Govt.	—	—	—				47	2	45
Higher Secondary	Total	Private	—	1	2				85	21	67
		Govt.	—	—	—				16	1	15
	Rural	Private	—	—	—				6	1	5
		Govt.	—	—	—				16	1	16
	Urban	Private	—	—	—				8	1	7
		Govt.	—	—	—				32	2	31
	Total	Private	—	—	—				14	2	12
		Govt.	—	—	—						





TABLE - 42

## SCHOOLS ACCORDING TO HOSTEL FACILITY

STATE : KARNATAKA

Schools	Area	Management	Schools having Hostel Facility	Schools owning the Hostel Building	Rooms in Hostels								Number of Schools where more students are residing in the Hostel than its intake capacity
					Up to 10		11-20	21-30	31-40	41-50	51-99	100 and above	
					6	7	8	9	10	11	12		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	7	3	7	-	-	-	-	-	-	-	
		Private	18	11	14	2	-	1	-	-	-	-	
	Urban	Govt.	-	-	-	-	-	-	-	-	-	-	
		Private	9	5	6	2	1	-	-	-	-	-	
	Total	Govt.	7	3	7	-	-	-	-	-	-	-	
		Private	27	16	20	4	1	1	1	-	-	-	
Higher Secondary.	Rural	Govt.	2	1	2	-	-	-	-	-	-	-	
		Private	1	1	-	1	-	-	-	-	-	-	
	Urban	Govt.	-	-	-	-	-	-	-	-	-	-	
		Private	4	3	2	-	-	-	-	-	-	-	
	Total	Govt.	2	1	2	-	-	-	-	-	-	-	
		Private	5	4	2	2	1	-	-	-	-	-	



SCHOOLS ACCORDING TO MAINTENANCE OF BUILDINGS AND  
SOURCES OF FUNDS FOR THE SAME

KARNATAKA

STATE :

Schools	Area	Management	Schools having periodical maintenance of buildings		Source of funds for maintenance of building					Any other
			Yes	No	Government	Local body	Management (For Private Aided and Unaided Schools)	Contributions from Community	Fees From Students	
1	2	3	4	5	6	7	8	9	10	11
Secondary	Rural	Govt.	26	3	24	-	-	1	-	-
		Private	5	5	-	-	45	5	-	-
	Urban	Govt.	10	2	8	2	-	-	-	-
		Private	30	1	-	-	29	1	-	-
Higher Secondary	Total	Govt.	36	10	32	2	-	1	-	1
		Private	80	6	-	-	74	6	-	-
	Rural	Govt.	13	3	13	-	-	-	-	-
		Private	6	-	-	-	6	-	-	-
Higher Secondary	Urban	Govt.	16	1	16	-	-	-	-	-
		Private	7	1	-	-	7	-	-	-
	Total	Govt.	29	4	29	-	-	-	-	-
		Private	13	1	-	-	13	-	-	-



SCHOOLS ACCORDING TO DAMAGES IN BUILDING

Percentage affected by dampness according to Percentage of Rooms

[illegible]



TABLE-45

## SCHOOLS ACCORDING TO LEAKAGE FROM ROOFS

STATE : KARNATAKA

Schools	Area	Management	Schools having No Leakage from Roofs	Schools having Leakage from roofs (Percentage of Roofs affected by leakage)		
				Up to 25%	26 to 50%	Above 50%
I	2	3	4	5	6	7
Secondary	Rural	Govt.	21	2	4	3
		Private	44	3	4	4
	Urban	Govt.	6	1	2	3
		Private	21	4	3	2
	Total	Govt.	27	3	6	6
		Private	67	7	7	6
Higher Secondary	Rural	Govt.	7	3	3	2
		Private	5	1	-	-
	Urban	Govt.	8	3	2	2
		Private	7	-	1	-
	Total	Govt.	15	6	5	4
		Private	12	1	1	-





TABLE - 46

SCHOOLS ACCORDING TO CONDITION OF DOORS/  
WINDOWS AND LOCKABILITY OF BUILDINGSTATE KARNATAKA

Schools	Area	Management	Number of schools having				Windows in working order
			Doors and windows painted	Lockable Building	Doors in working order		
1	2	3	4	5	6		7
Secondary	Rural	Govt.	28	28	32		24
		Private	51	53	53		51
	Urban	Govt.	12	11	12		10
		Private	29	30	28		26
	Total	Govt.	40	39	44		59
		Private	80	83	81		77
Higher- Secondary	Rural	Govt.	16	12	16		15
		Private	5	6	6		5
	Urban	Govt.	14	14	16		15
		Private	7	8	8		7
	Total	Govt.	30	26	32		30
		Private	12	14	14		13



TABLE - 1

## SCHOOLS AS PER AREA TYPE AND MANAGEMENT

STATE: MP D.H.A. PRADESH

Area Type of Schools	Secondary Schools						Higher Secondary Schools						Total			
	Govt.			Private			Govt.			Private			Local Body		Private Un-aided	
	Boys	Girls	Total	Aided	Unaided	Total	Boys	Girls	Total	Aided	Unaided	Total	Boys	Girls	Aided	Total
I	3	4	7	5	2	7	3	8	11	10	11	12	13	14	15	17
Boys	1	-	1	-	-	1	2	-	-	-	-	3	5	-	-	5
Girls	1	-	1	-	-	1	1	-	-	-	-	1	2	-	-	2
Co-ed.	5	1	6	1	1	2	28	-	4	4	5	33	33	2	6	45
Total	7	1	8	1	1	2	31	1	5	6	11	34	34	2	8	52
Boys	-	-	-	-	-	-	19	2	-	9	-	30	19	2	10	31
Girls	2	-	2	-	-	2	8	1	3	10	3	22	10	1	10	24
Co-ed.	1	-	1	-	-	1	10	1	3	12	6	26	11	1	5	28
Total	3	-	3	-	-	3	27	3	6	33	9	58	40	4	35	55
Boys	1	-	1	-	-	1	21	3	1	9	-	34	22	3	10	37
Girls	3	-	3	-	-	3	9	1	3	10	3	23	12	-	5	25
Co-ed.	6	1	7	1	1	2	38	1	7	17	7	63	44	2	19	66
Total	10	1	11	1	2	3	68	5	11	36	11	120	59	5	34	124



LAND AVAILABLE WITH SCHOOLS

STATE: MAHARASHTRA

Schools	Area	Management	Land available with schools (in square meters)										Total
			Less than 1000	1001 to 2500	2501 to 5000	5001 to 7500	7501 to 10000	10001 to 15000	15001 to 20000	20001 to 50000	Above 50000		
Secondary	1	3	4	5	6	7	8	9	10	11	12	13	
	Rural	Govt.	3	—	—	—	—	—	—	2	—	—	
		Private	—	—	1	—	—	1	—	—	—	6	
	Urban	Govt.	1	1	—	1	—	—	—	—	—	2	
		Private	1	1	—	—	—	—	—	—	—	—	
Higher Secondary	Total	Govt.	4	1	1	1	1	—	1	2	—	11	
		Private	1	1	1	—	—	1	—	—	—	4	
	Rural	Govt.	2	1	5	2	3	—	2	—	—	—	
		Private	1	—	—	—	3	2	2	2	—	10	
	Urban	Govt.	—	1	9	6	6	1	3	3	—	41	
	Total	Govt.	5	2	4	6	5	4	2	6	3	37	
		Private	2	1	14	8	9	2	5	15	5	73	
		Govt.	5	2	4	6	8	6	4	8	3	47	
		Private	2	1	14	8	9	2	5	15	5	73	
		Govt.	5	2	4	6	8	6	4	8	3	47	

Note : 1. Local body schools have been clubbed with Govt.

Note: 1. Local body schools have been clubbed with Government Schools.  
 2. Private Aided and Unaided schools have been clubbed together.



TABLE - 3

SCHOOLS ACCORDING TO PER CHILD  
LAND AVAILABLE WITH THEM

STATE: MADHYA PRADESH

Schools	Area	Management	Schools according to per child land (in square meters)									
			Up to 1.00	1.01 2.00	2.01 3.00	3.01 5.00	5.01 10.00	10.01 15.00	15.01 20.00	20.01 25.00	Above 25.00	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
		Government	—	—	2	—	1	1	—	—	—	5
		Private	—	—	—	—	—	—	—	1	1	2
		Government	—	—	—	—	1	—	—	—	2	3
	Urban	Private	—	1	—	—	1	—	—	—	—	2
		Government	—	—	—	—	2	1	—	—	1	1
Higher Second- ary	Rural	Government	—	3	2	2	3	2	—	2	18	32
		Private	—	—	—	—	—	1	—	—	9	10
	Urban	Government	1	1	1	7	6	6	4	5	4	41
		Private	4	1	4	2	5	7	9	1	4	37
	Total	Government	1	4	3	9	9	8	7	7	25	73
		Private	4	1	4	2	5	8	9	1	15	62





Percentage of Covered area on Ground Floor  
Against Total Area Available in Schools

STATE : MADHYA PRADESH

Schools	Area	Management	Covered Area in Percentage				Total
			Less than 25%	25% to less than 50%	50% to less than 75%	75% and above	
Secondary	Rural	Government	2	1	—	—	8
		Private	1	1	—	—	2
	Urban	Government	1	1	—	1	3
		Private	1	1	—	—	2
	Total	Government	8	2	—	1	11
		Private	2	2	—	—	4
Higher Secondary	Rural	Government	20	6	4	2	32
		Private	3	1	—	—	10
	Urban	Government	29	8	3	1	41
		Private	10	13	2	3	38
	Total	Government	49	14	7	3	73
		Private	28	14	2	3	47



TABLE -5

## SCHOOLS ACCORDING TO PER STUDENT CLASS-ROOM COVERED AREA

STATE Madhya Pradesh

Schools	Area	Management	Per Student Class-room Covered Area (in Sq. mtrs.)						Total
			less than 0.50	0.50 & less than 0.75	0.75 & less than 1.00	1.00 & less than 1.25	1.25 & less than 1.50	1.50 & above	
1	2	3	4	5	6	7	8	9	10
Secondary	Rural	Govt.	2	4	1	-	1	-	8
		Private	1	-	-	-	-	-	2
	Urban	Govt.	1	-	-	1	-	-	3
		Private	-	-	2	-	-	-	2
	Total	Govt.	3	4	1	1	-	-	9
Higher Secondary	Rural	Private	2	-	3	-	-	-	5
		Govt.	3	-	-	2	-	-	5
	Urban	Govt.	8	13	11	4	2	3	41
		Private	2	12	8	2	-	2	27
	Total	Govt.	17	25	19	6	2	4	73
		Private	3	17	13	8	3	3	47



Table -6

## SCHOOLS AS PER DEMARCATION OF BOUNDARY

STATE: MADHYA PRADESH

Schools	Area	Management	No Demarcation	Demarcation of Boundary			
				a	b	c	d
Secondary	Rural	Government	2	—	2	—	—
		Private	1	1	—	—	2
	Urban	Government	—	—	—	—	—
		Private	—	—	2	1	—
	Total	Government	—	—	—	—	—
		Private	—	—	1	1	2
Higher Secondary	Rural	Government	1	2	—	—	—
		Private	4	4	6	4	7
	Urban	Government	—	—	—	—	—
		Private	—	—	8	2	2
	Total	Government	—	—	3	4	2
		Private	—	—	14	6	9

a) Pucka compound wall on all sides.

b) Barbed wire fencing/Hedge on all sides.

c) Partly pukka compound wall and partly hedge/barbed wires on all sides.

d) Pucka compound wall/hedge/barbed wire in few sides only (i.e. few sides yet to be covered)

2) Walkout a, b, c and d above.



SCHOOLS AS PER MET ROAD, INTERNAL  
LEVELLING AND DRAINAGE SYSTEM

STATS: MADHYA PRADESH

Schools	Area	Management	Metalled Approach Roads	Unmetalled Approach Roads		Properly levelled with adequate drainage system		Water stagnates in the school premises during the rainy season	
				Water stagnates	Water does not stagnate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10
Secondary	Rural	Government	5	3	2	3	3	2	3
		Private	1	1	-	-	-	1	1
	Urban	Government	3	-	-	1	2	1	1
		Private	1	-	-	2	-	-	-
	Total	Government	9	4	2	6	5	3	4
		Private	2	1	-	1	2	1	1
Higher Secondary	Rural	Government	15	10	-	15	17	8	9
		Private	2	1	2	8	2	2	-
	Urban	Government	20	1	1	25	3	2	4
		Private	22	3	2	32	5	4	1
	Total	Government	35	6	2	40	35	20	15
		Private	24	4	1	40	7	6	1





SCHOOLS ACCORDING TO THEIR SITE AND CATCHMENT AREA

STATE : MADHYA PRADESH

STATE : MADHYA PRADESH		School site is free from										Located properly in relation to community	
Area	Schools	Heavy traffic		Noisy environment		Noxious industries		Yes	No	Yes	No		
		Yes	No	Yes	No	Yes	No						
1	2	3	4	5	6	7	8	9	10				
	Boys	5	-	5	-	5	-	5	-				
	Girls	2	-	2	-	2	-	2	-				
	Co-Educational	41	2	25	-	24	1	21	2				
	Total	48	2	52	-	51	1	48	4				
Rural	Boys	26	5	22	9	31	-	31	-				
	Girls	16	8	15	9	22	2	24	-				
	Co-educational	22	6	25	3	28	-	28	-				
	Total	64	19	62	21	81	2	83	-				
	Urban												



TABLE -9

SCHOOLS ACCORDING TO SPACE FOR MORNING  
ASSEMBLY AND DEVELOPMENT OF THE CAMPUSSTATE : MADHYA PRADESH

Schools	Area	Management	Sufficient space for morning assembly		Whether running in the campus		Whether the school campus has been developed in a planned manner	
			Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9
Secondary	Rural	Government	7	1	8	—	4	4
		Private	2	—	2	—	—	—
	Urban	Government	2	1	3	—	3	—
		Private	2	—	2	—	—	—
	Total	Government	3	2	11	—	—	—
		Private	4	—	4	—	1	3
Higher Secondary	Rural	Government	28	4	32	1	23	3
		Private	10	—	10	—	—	—
	Urban	Government	5	—	30	2	30	2
		Private	35	2	37	—	31	6
	Total	Government	43	4	70	3	54	14
		Private	45	2	47	—	30	9



TABLE - 10

## SCHOOLS ACCORDING TO BUILDINGS

STATE : MADHYA PRADESH

Schools	Area	Management	Type of Schools and their buildings																	
			Boys				Girls				Co-educational				Total					
			P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.S.	P.B.	T.H./K.B.	T.A.	O.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Sec- ondary	Rural	Government	1	-	-	-	1	-	-	-	5	1	-	-	-	7	1	-	-	
		Private	-	-	-	-	-	-	-	-	2	-	-	-	-	2	-	-	-	
	Urban	Government	-	-	-	-	2	-	-	-	1	-	-	-	-	3	-	-	-	
		Private	1	-	-	-	-	-	-	-	1	-	-	-	-	2	-	-	-	-
Higher Sec- ondary	Total	Government	1	-	-	-	3	-	-	-	6	1	-	-	-	10	1	-	-	
		Private	1	-	-	-	-	-	-	-	3	-	-	-	-	4	-	-	-	-
	Rural	Government	3	-	-	-	1	-	-	-	24	4	-	-	-	29	4	-	-	-
		Private	1	-	-	-	-	-	-	-	9	-	-	-	-	10	-	-	-	-
	Urban	Government	21	-	-	-	9	-	-	-	11	-	-	-	-	41	-	-	-	-
		Private	9	-	-	-	13	-	-	-	15	-	-	-	-	37	-	-	-	-
	Total	Government	24	-	-	-	10	-	-	-	35	4	-	-	-	59	4	-	-	-
		Private	10	-	-	-	13	-	-	-	24	-	-	-	-	47	-	-	-	-

Note : P.B. - Pucka Building; T.H./K.B. - Thatched Huts/ Kachcha Building; T.A. - Tented Accommodation;  
O.S. - Open Space



## BUCK BUILDINGS AS PER YEAR OF CONSTRUCTION

STATE : MADHYA PRADESH

Schools	Area	Management	Year of construction					Total
			Up to 1950	1951-60	1961-70	1971-80	1981 & onward	
1	2	3	4	5	6	7	8	9
Secondary		Government	3	-	1	1	2	7
	Rural	Private	-	-	-	2	-	2
		Government	-	-	-	-	2	3
	Urban	Private	1	-	1	-	-	2
	Total	Government	3	-	1	2	4	10
		Private	1	-	1	2	-	4
		Government	5	12	4	5	2	28
	Rural	private	-	2	2	3	3	10
Higher Secondary		Government	13	15	4	7	2	41
	Urban	Private	6	10	11	5	5	37
	Total	Government	18	27	8	12	4	69
		Private	6	12	13	8	8	47





TABLE -12

SCHOOLS WITH EXTRA LAND FOR EXPANSION AND THEIR BUILDINGS ACCORDING TO NUMBER OF STOREYS AND POTENTIALITY OF CONSTRUCTION ON UPPER STOREY

STATE : MADHYA PRADESH

Number of Storeys in the Building	Schools with extra land and potentiality of construction on upper storey											
	Rural						Urban					
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11	12	13
Single	2	6	14	15	16	21	1	2	21	14	22	12
Double	-	-	1	1	1	1	-	1	9	5	9	6
Three	-	-	-	-	-	-	-	-	3	4	3	4
More than Three	-	-	-	-	-	-	-	-	-	1	-	1
Total	2	6	15	16	17	22	1	3	33	24	34	27



TABLE -12 Contd.....

STATE : MADHYA PRADESH

Number of Storeys in the Building	Schools with no extra land and potentiality of construction on upper storey											
	Rural						Urban					
	Secondary		Higher Secondary		Total		Secondary		Higher Secondary		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11	12	13
Single	-	1	2	3	2	4	-	1	2	3	2	4
Double	-	-	1	1	1	1	-	-	4	7	4	7
Three	-	-	-	-	-	-	-	-	2	3	2	3
More than Three	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	1	3	4	3	5	-	1	8	13	8	14



SCHOOLS WITH PUCKA BUILDINGS AND TYPE OF WALLS,  
ROOFS AND FLOORSSTATE : MADHYA PRADESH

Schools		Area		Management		Number of Schools Having								Floors made of															
						Walls made of				Roofs made of																			
						Brick		Stone		Wood		Any other		Reinforced Brick		Stone		Wood		Any other		Brick		Ordinary cement concrete		Mosaic/Terrazo with chips		Other	



TABLE - 1

## SCHOOLS WITH PUCCA BUILDINGS AND TYPE OF FINISHING PROVIDED FOR MASONARY WORK

STATE : MADHYA PRADESH

Schools	Area	Management	Internal Masonary work					External Masonary work				
			White wash/colour	Dry Des-ten-per	Snowcen	Paints	None of these	Whitewash/colour	Dry Des-ten-per	Snowcen	Paints	None of these
1	2	3	4	5	6	7	8	9	10	11	12	13
Sec-ondary	Rural	Govt.	6	-	-	-	1	6	-	-	-	1
		Private	-	-	-	-	-	2	-	-	-	-
	Urban	Govt.	3	-	-	-	-	2	1	-	-	-
		Private	2	-	-	-	-	2	-	-	-	-
	Total	Govt.	9	-	-	-	1	8	1	-	-	1
		Private	4	-	-	-	-	4	-	-	-	-
Higher secondary	Rural	Govt.	26	-	-	-	2	28	-	-	-	-
		Private	10	-	-	-	-	9	-	1	-	-
	Urban	Govt.	39	2	-	-	-	41	-	-	-	-
		Private	32	2	2	1	-	28	2	5	-	2
	Total	Govt.	65	2	-	-	2	69	-	-	-	-
		Private	42	2	2	1	-	37	2	6	-	2









TABLE 15

SCHOOLS WITH PUCKA BUILDINGS AS PER DOOR/  
WINDOW SHUTTERSSTATE: MADHYA PRADESH

Schools	Area	Management	Schools				Having			
			Doors with		Fully pane- lled shu- tters	Fully glazed shutters	Windows with		Fully glazed and partly panelled shutters	Fully panelled shutters
			Fully glazed shutters	Partly gla- zed and par- tly panne- lled shutters			Fully glazed shutters	Partly glazed and partly panelled shutters		
1	2	3	4	5	6	7	8	9		
Secun- dary	Rural	Govt.	—	1	6	—	—	3	4	
		Private	—	—	2	—	—	—	2	
	Urban	Govt.	—	2	1	—	—	2	1	
		Private	—	—	2	—	—	—	2	
	Total	Govt.	—	3	7	—	—	5	5	
		Private	—	—	4	—	—	—	4	
Higher Secun- dary	Rural	Govt.	—	1	27	—	—	3	25	
		Private	—	—	10	—	—	2	8	
	Urban	Govt.	—	8	33	—	—	15	26	
		Private	—	8	29	2	2	19	16	
	Total	Govt.	—	9	60	—	—	18	51	
		Private	—	8	39	2	2	21	24	







TABLE 13

SCHOOLS ACCORDING TO AVAILABILITY OF LIGHT  
AND VENTILATIONSTATE: MADHYA PRADESH

Schools	Area	Management	SCHOOLS HAVING									
			Natural Lights		Artificial Lights		Both Natural and Artificial Lights		Properly Ventilate Rooms			
			Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9	10	11		
Seco- ndary			8	—	4	4	8	—	8	—		
	Rural	Govt.	2	—	2	—	2	—	2	—		
		Private	3	—	1	2	3	—	3	—		
	Urban	Govt.	2	—	2	—	2	—	2	—		
		Private	11	—	5	6	11	—	11	—		
Higher Seco- ndary	Total	Govt.	4	—	4	—	4	—	4	—		
		Private	31	1	7	25	32	—	31	1		
	Rural	Govt.	10	—	4	6	10	—	10	—		
		Private	41	—	14	27	41	—	41	—		
	Urban	Govt.	37	—	30	7	37	—	37	—		
Total		Govt.	72	1	21	52	73	—	72	1		
		Private	45	—	34	13	47	—	47	—		





TABLE 19

SCHOOLS ACCORDING TO ELECTRICAL FITTINGS,  
FIXTURES AND SITUATION OF BLACKBOARDSSTATE MADHYA PRADESH

Schools	Area	Management	Schools having adequate electrical fittings and fixtures		Schools having satisfactory condition of electrical fittings and fixtures		Schools having black-board in most of the rooms free from sun glasses	
			Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9
Secondary	Rural	Govt.	3	5	2	6	7	1
		Private	2	—	2	—	2	—
	Urban	Govt.	1	2	1	2	2	1
		Private	1	1	1	1	2	—
Higher Secondary	Total	Govt.	4	7	3	8	9	2
		Private	3	1	3	1	4	—
	Rural	Govt.	1	20	10	22	31	1
		Private	6	4	6	4	10	—
Higher Secondary	Urban	Govt.	12	24	14	27	41	—
		Private	51	6	31	6	37	—
	Total	Govt.	23	44	24	49	72	1
		Private	37	10	37	10	47	—



TABLE 20

## OWNERSHIP OF SCHOOL BUILDINGS.

STATE: MADHIA PRADESH

Schools	Area	Management	Ownership of Buildings									
			Owned by construction	Owned by donation	Rented	Rent free	Partly owned & partly rent free	Partly owned & partly rented	Partly rented & partly rent free	Partly Owned, partly rented & partly rent free	Total	
1	2	3	4	5	6	7	8	9	10	11	12	
Secondary	Rural	Govt.	6	1	—	1	—	—	—	—	8	
		Private	1	—	—	—	—	—	—	—	2	
	Urban	Govt.	1	1	—	1	—	—	—	—	3	
		Private	1	1	—	—	—	—	—	—	2	
	Total	Govt.	7	2	—	2	—	—	—	—	11	
		Private	2	1	—	1	—	—	—	4		
Higher Secondary	Rural	Govt.	24	7	—	—	1	—	—	—	32	
		Private	7	2	1	—	—	—	—	—	10	
	Urban	Govt.	28	7	2	2	—	—	—	—	41	
		Private	18	5	7	3	4	—	—	—	37	
	Total	Govt.	52	14	2	4	1	—	—	—	73	
		Private	25	7	8	3	4	—	—	47		



TABLE 21

## SCHOOLS ACCORDING TO ORIGINAL PURPOSE OF CONSTRUCTION OF BUILDING

STATE MADHYA PRADESH

Schools		Area	Management	Building was Originally Constructed for							Grand Total	
				School	Residential purpose	Temple/Dharamshala/Religious Place	Panchayat Ghar	1) 8	11) 9	111) 10	iv) 11	Total of i) to iv) 12
1	2	3		4	5	6	7					
Secondary	Rural	Govt.		6	-	1	1	-	-	-	-	-
			Private	1	-	1	-	-	-	-	-	-
	Urban	Govt.		2	-	1	-	-	-	-	-	-
			Private	2	-	-	-	-	-	-	-	-
	Total	Govt.		8	-	2	1	-	-	-	-	-
			Private	3	-	1	-	-	-	-	-	-
Higher Secondary	Rural	Govt.		28	2	1	-	1	-	-	-	1
			Private	9	1	-	-	-	-	-	-	-
	Urban	Govt.		35	2	2	1	1	-	-	-	1
			Private	27	4	3	1	1	1	-	-	-
	Total	Govt.		63	4	2	1	2	-	-	-	2
			Private	36	5	3	1	1	1	-	-	-



TABLE 22

SCHOOLS RUNNING IN RENT-FREE BUILDINGS AND  
THE PURPOSE FOR WHICH BUILDINGS WERE CONSTRUCTED

STATE MADHYA PRADESH

Purpose for which the Building was originally constructed											
Schools	Area	Management	Temple/Mosque/ Church/ Other reli- gious place	Private House	Chowpal/ Panchayat Ghar	Any other					Total of 5v to 7v
						1) Protected	11) State Grants	111)	1v)		
1	2	3	4	5	6	7	8	9	10	11	12
Second- dary	Rural	Govt.	1	—	—	—	—	—	—	—	1
		Private	1	—	—	—	—	—	—	—	1
	Urban	Govt.	1	—	—	—	—	—	—	—	1
		Private	—	—	—	—	—	—	—	—	—
Higher second- dary	Total	Govt.	2	—	—	—	—	—	—	—	2
		Private	1	—	—	—	—	—	—	—	1
	Rural	Govt.	—	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—
Total	Rural	Govt.	2	—	1	1	—	—	—	1	4
		Private	2	—	—	—	—	—	—	—	3
	Urban	Govt.	2	—	—	—	—	1	—	—	4
		Private	2	—	—	—	—	—	—	—	3





TABLE 23

REGULAR USE OF SCHOOL ACCOMMODATION FOR  
PURPOSE OTHER THAN TEACHINGSTATE: MADHIA PRADESH

Schools	Area	Management	Accommodation not used for other than Teaching purpose	Accommodation used for purpose other than teaching								Any other
				Another School/ College	Private Part- time Classes	Adult/ Non-formal Education Centres	Community Library/ Recreation Room	Pancha- yat Meetings	Reli- gious Gathe- rings	Family Weli- fare carps	Weekly Bazar	
1	2	3	4	5	6	7	8	9	10	11	12	13
Secun- dary	Rural	Govt.	8	—	—	—	—	—	—	—	—	—
		Private	2	—	—	—	—	—	—	—	—	—
	Urban	Govt.	2	1	—	—	—	—	—	—	—	—
		Private	1	1	—	—	—	—	—	—	—	—
Higher Secun- dary	Total	Govt.	10	1	—	—	—	—	—	—	—	—
		Private	3	1	—	—	—	—	—	—	—	—
	Rural	Govt.	28	4	—	—	—	—	—	—	—	—
		Private	9	1	—	—	—	—	—	—	—	—
Higher Secun- dary	Urban	Govt.	38	3	—	—	—	—	—	—	—	—
		Private	32	3	1	—	—	—	—	—	—	—
	Total	Govt.	66	7	—	—	—	—	—	—	—	—
		Private	41	4	1	—	—	—	—	—	—	—



TABLE 24

## SCHOOLS ACCORDING TO SHORTAGE OF CLASS ROOMS

STATE: MADHYA PRADESH

Schools	Area	Management	Schools without shortage of class rooms	Schools with Shortage of Class Rooms									Total
				One Room	Two Rooms	Three Rooms	Four Rooms	5-6 Rooms	7-8 Rooms	9-10 Rooms	More than 10 Rooms		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	8	-	-	-	-	-	-	-	-	8	
		Private	2	-	-	-	-	-	-	-	-	2	
	Urban	Govt.	2	1	-	-	-	-	-	-	-	3	
		Private	2	-	-	-	-	-	-	-	-	2	
	Total	Govt.	10	1	-	-	-	-	-	-	-	11	
		Private	4	-	-	-	-	-	-	-	-	4	
Higher Secondary	Rural	Govt.	23	5	3	1	-	-	-	-	-	32	
		Private	9	-	-	-	-	-	-	-	-	10	
	Urban	Govt.	29	1	3	4	3	1	-	-	-	41	
		Private	35	-	1	-	-	-	-	-	-	37	
	Total	Govt.	52	5	4	4	3	1	-	-	-	73	
		Private	44	1	-	2	-	-	-	-	-	47	



TABLE 25 -

## SOURCES OF FUNDS FOR ADDITIONAL CONSTRUCTION IN SCHOOLS

STATE: MADHYA PRADESH

Schools	Area	Management	Sources of Funds						Any other
			Government	Local Body	Management Committee for Private Aided and Unaided Schools	Contribution by Community	Fee charged from the Students for this purpose		
1	2	3	4	5	6	7	8	9	
Secondary	Rural	Govt.	7	—	—	—	1	—	
		Private	—	—	1	—	1	—	
	Urban	Govt.	3	—	—	—	—	—	
		Private	—	—	1	—	1	—	
	Total	Govt.	10	—	—	—	1	—	
		Private	—	—	2	—	2	—	
	Rural	Govt.	31	1	—	—	—	—	
		Private	—	—	9	—	1	—	
Higher Secondary	Urban	Govt.	36	3	—	2	—	—	
		Private	—	—	27	4	3	3	
	Total	Govt.	67	4	—	2	—	—	
		Private	—	—	36	4	4	3	



TABLE 26

## SCHOOLS ACCORDING TO NUMBER OF SCIENCE LABORATORIES

STATE: MADHYA PRADESH

Schools	Area	Management	SCHOOLS HAVING										
			No Laboratory	One laboratory			Two laboratories				Second Laboratory		
				No. of schools	Space Ade-quate Ac-cord-ing to schools	Having 67.62 Sq. mtrs. or more area	No. of schools	Space Ade-quate Ac-cord-ing to schools	Having 67.62 Sq. mtrs. or more area				
1	2	3	4	5	6	7	8	9	10	11	12		
Sec-on-dary	Rural	Govt.	4	3	-	-	-	-	-	-	-	-	
		Private	-	1	1	-	-	-	-	-	-	-	
	Urban	Govt.	1	1	1	-	-	-	-	-	-	-	
		Private	-	-	-	-	-	-	-	-	-	-	
Higher Sec-on-dary	Rural	Govt.	5	4	1	-	-	-	-	-	-	-	
		Private	-	1	1	-	-	-	-	-	-	-	
	Urban	Govt.	8	13	1	-	3	-	-	-	-	-	
		Private	1	4	1	1	2	1	-	-	1	-	
Total	Rural	Govt.	5	13	1	-	3	-	-	-	-	-	
		Private	-	1	1	-	-	-	-	-	-	-	
	Urban	Govt.	1	4	1	1	2	1	-	-	1	-	
		Private	5	13	4	2	4	1	-	-	1	-	
Total	Rural	Govt.	13	26	5	2	7	1	-	3	1	-	
		Private	1	12	2	1	7	3	-	-	4	2	





TABLE 26 (Contd..)

Schools	Area	Management	Three Laboratories						
			No. of Schools	First laboratory		Second laboratory		Third laboratory	
				Space Adequ- ate according to schools	Having 67.62 Sq. mtrs. or more area	Space adequ- ate according to schools	Having 67.62 Sq. mtrs. or more area	Space adequ- ate according to schools	Having 67.62 Sq mtrs. or more area
1	2	3	13	14	15	16	17	18	19
Secon- dary	Rural	Govt.	1	1	1	1	1	1	1
		Private	1	1	1	1	1	1	1
	Urban	Govt.	1	1	1	1	1	1	1
		Private	2	2	1	2	1	2	1
	Total	Govt.	2	1	2	1	2	1	2
Higher Secon- dary	Rural	Private	3	2	1	2	1	2	1
		Govt.	8	6	1	7	1	7	1
	Urban	Private	3	2	1	2	1	2	1
		Govt.	19	11	5	11	4	10	4
	Total	Private	24	23	10	23	14	23	10
Total	Govt.	Govt.	27	17	6	18	5	17	4
		Private	27	25	11	25	15	25	10
	Total								



TABLE 27

SCHOOLS ACCORDING TO SUBJECT-WISE LABORATORIES  
AND OTHER RELATED SPACES IN THEMSTATE: MADHYA PRADESH

Schools	Area	Management	Physics					Chemistry				
			Schools having Lab.	Schools having Store-cum preparation room	Whether space adequate	Schools having Dark room	Whether space adequate	Schools having Lab.	Schools having store-cum preparation room	Whether space adequate	Schools having balance room	Whether space adequate
1	2	3	4	5	6	7	8	9	10	11	12	13
Secondary	Rural	Govt.	1	1	1	1	—	1	1	—	—	—
		Private	1	—	—	—	—	1	—	—	—	—
	Urban	Govt.	1	—	—	—	—	1	1	—	—	—
		Private	2	—	—	—	—	2	—	—	—	—
	Total	Govt.	2	2	1	—	—	2	2	—	—	—
		Private	3	—	—	—	—	3	—	—	—	—
Higher Secondary	Rural	Govt.	11	2	1	—	—	10	2	1	—	—
		Private	5	2	1	—	—	4	—	—	—	—
	Urban	Govt.	23	4	7	3	3	23	9	0	1	—
		Private	25	12	11	3	3	20	13	11	1	1
	Total	Govt.	34	11	0	3	3	33	11	9	1	—
		Private	30	14	12	3	3	32	13	11	1	1



TABLE 27 (contd)

Schools	Area	Management	Biology					Combined				
			Schools having Lab.	Schools having store-preparation room	Whether space adequate	Schools having museum	Whether space adequate	Schools having Lab.	Schools having store-preparation room	Whether space adequate	Schools having Dark/dance room/museum	Whether space adequate
1	2	3	14	15	16	17	18	19	20	21	22	23
Secondary	Rural	Govt.	1	—	—	—	—	3	1	—	—	—
		Private	1	—	—	—	—	1	—	—	—	—
	Urban	Govt.	1	1	—	—	—	1	—	—	—	—
		Private	2	—	—	—	—	—	—	—	—	—
	Total	Govt.	2	1	—	—	—	4	1	—	—	—
Higher secondary		Private	3	—	—	—	—	1	—	—	—	—
	Rural	Govt.	8	2	1	—	—	14	1	—	—	—
		Private	3	2	1	—	—	5	2	1	—	—
	Urban	Govt.	20	4	4	1	1	12	2	1	—	—
		Private	27	10	8	1	1	10	3	2	—	—
Total		Govt.	28	6	5	1	1	26	3	1	—	—
		Private	30	12	9	1	1	15	5	3	—	—



TABLE 28

SCHOOLS ACCORDING TO FACILITIES AVAILABLE AND  
SPECIAL BOTTLENECKS IN THE LABORATORIES

STATE: MADHYA PRADESH

Schools	Area	Bottle-necks in the laboratories																							
		Adequate running water taps in labs.			Adequate electrical fittings for performing experiments in labs.			Adequate fittings and fixtures for performing experiments in labs.			Physics		Chemistry		Biology			Home Science			Combined				
		Yes	No		Yes	No		Yes	No		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
Secondary	Rural	1	5	3	3	2	4				1														
	Urban	1	3	3	1	2	2																		
	Total	2	8	6	4	4	6				1														
Higher Secondary	Rural	7	26	17	26	14	19																		
	Urban	32	41	52	21	42	31				1	1													
	Total	39	67	69	47	56	50				1	1													
	Physics	Chemistry 1. Wash basin 2. Gas plant 3.						Biology 1. 2. 3.		Home Science 1. 2. 3.		Combined 1. 2. 3.													





TABLE 12

## SCHOOLS HAVING SUBJECT ROOMS

STATE: MADHYA PRADESH

Schools	Area	Management	Science Lecture Room		Special Studies Room (Geog., History)		Art/Drawing Room		Activity/Music Room		Work experience/Craft Room	
			Space Adequate	Space Inadequate	Space Adequate	Space Inadequate	Space Adequate	Space Inadequate	Space Adequate	Space Inadequate	Space Adequate	Space Inadequate
1	2	3	4	5	6	7	8	9	10	11	12	13
Secondary	Rural	Govt.	1	—	1	—	—	—	—	—	1	—
		Private	—	—	1	1	—	—	—	—	1	1
	Urban	Govt.	—	—	—	—	—	—	—	—	—	—
		Private	—	—	—	—	—	—	—	—	—	—
	Total	Govt.	1	—	1	—	—	—	—	—	1	—
		Private	—	—	1	1	—	—	—	—	1	1
Higher Secondary	Rural	Govt.	—	—	—	—	—	—	—	—	—	—
		Private	1	1	—	1	—	—	—	—	1	1
	Urban	Govt.	1	1	4	5	1	1	3	5	5	2
		Private	3	2	3	3	1	1	4	2	11	7
	Total	Govt.	1	1	4	5	1	1	3	5	5	2
		Private	4	3	3	4	1	1	4	2	12	8



TABLE 30

## SCHOOLS HAVING LIBRARY

STATE: MADHYA PRADESH

Schools	Area	Management	Library in schools		Number of students who can sit at a time in the library room					
					1 to 9	10 to 24	25 to 49	50 to 74	75 to 99	100 & more
Secondary			Number of Schools having library room	Space Adequate according to Schools						
			2	2	—	—	2	—	—	—
					—	1	—	—	—	—
					—	—	1	—	—	—
					—	2	—	—	—	—
Secondary	Rural	Govt.	1	—	—	—	—	—	—	—
		Private		—	—	—	—	—	—	—
	Urban	Govt.	1	2	—	—	3	—	—	—
		Private	2	2	—	—	—	—	—	—
	Total	Govt.	3	2	—	3	—	—	1	—
Higher Secondary			3	3	1	4	2	—	—	—
			7	2	—	2	2	2	—	—
	Rural	Govt.	5	2	2	6	2	2	—	—
		Private	12	5	4	9	4	1	8	—
	Urban	Govt.	26	14	3	10	3	2	1	—
Total			19	8	4	11	6	2	8	—
			31	16						



TABLE - 31

## SCHOOLS HAVING ROOMS FOR ADMINISTRATION &amp; OTHER PURPOSES

STATE : MADHYA PRADESH

Schools	Area	SCHOOLS										HAVING						
		Head-Master/Prin- cipal's Room	Space Ade- quate	Office Room	Space Ade- quate	Vice-Prin- cipal's Room	Space Ade- quate	Staff Common Room	Space Ade- quate	Combined for Prin- cipal/Head Master and O- ffice	Space Ade- quate	Ph. Ed. Tea- chers' Room	Space Ade- quate	Visi- tors' Rooms	Space Ade- quate	Gen. Store	Space Ade- quate	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Secondary	Rural	4	4	4	3	-	-	6	4	6	1	1	1	-	-	1	1	
	Urban	3	3	3	3	-	-	4	4	2	1	1	1	-	-	-	-	
	Total	7	7	7	6	-	-	10	10	8	2	2	2	2	-	1	1	
Higher Secondary	Rural	24	18	24	17	1	1	24	15	18	3	5	2	-	-	15	8	
	Urban	51	43	51	41	5	5	53	42	27	5	17	13	6	6	25	21	
	Total	75	61	75	58	6	6	77	57	45	8	22	15	6	6	40	29	



TABLE-32

## SCHOOLS HAVING SERVICE ROOMS

STATE: MADHYA PRADESH

Schools	Area	Mangement	S C H O O L S					H A V I N G				
			Ncc/Acc/ Scout Room	Space Adequ- ate	Medical/ First-Aid Room	Space Adequate	Book's Store	3space Adequate	Games & Sports Store	Space Adequate		
1	2	3	4	5	6	7	8	9	10	11		
Second- dary	Rural	Govt.	2	2	-	-	-	-	1	-		
		Private	-	-	-	-	-	-	-	-		
	Urban	Govt.	-	-	-	-	-	-	-	-		
		Private	1	1	-	-	-	-	-	-		
Higher Second- dary	Total	Govt.	2	2	-	-	-	-	1	-		
		Private	1	1	-	-	-	-	-	-		
	Rural	Govt.	2	2	-	-	8	3	5	3		
		Private	2	2	1	1	2	1	3	2		
Total	Urban	Govt.	20	9	1	1	7	4	15	8		
		Private	15	13	3	3	11	9	15	15		
	Total	Govt.	22	11	1	1	15	7	20	11		
		Private	17	15	4	4	13	10	18	17		





# SCHOOLS WITH ANCILLARY SPACES

STATE: MADHYA PRADESH

[illegible]



MOORE SCIENCE LABORATORY, MOORE SCIENCE BUILDING AND MOORE SCIENCE STATION WITH ENGINE SCIENCE LAB.

MADHYA PRADESH

Schools	Area	Management	Schools where girls are admitted	Schools having girls common room	Schools home-science Laboratory	Whether space Adequate	Schools having preparation store room	Whether space Adequate	Schools having separate room	Whether space Adequate
1.	2	3	4	5	6	7	8	9	10	11
Secondary	Rural	Govt.	7	-	-	-	-	-	-	-
		Private	2	1	-	-	-	-	-	-
		Govt.	3	-	-	-	-	-	-	-
	Urban	Private	1	-	-	-	-	-	-	-
		Govt.	10	-	-	-	-	-	-	-
		Private	3	1	-	-	-	-	-	-
	Total		29	5	-	-	-	-	-	-
		Govt.	9	2	-	-	-	-	-	2
Higher Secondary	Rural	Private	20	2	3	2	2	3	-	-
		Govt.	28	4	3	4	2	2	2	2
	Urban	Private	49	7	3	2	3	3	-	-
	Total	Private	37	6	3	4	4	3	-	-



TABLE 2-35

## SCHOOLS HAVING VOCATIONAL LABORATORIES/WORKSHOPS

STATE :

Schools	Area	Management	Schools where Vocational Education is being taught	No. of Schools having vocational laboratories/workshops	Adequate according to school authorities
1	2	3	4	5	6
Secondary	Rural	Govt.	1	—	—
		Private	—	—	—
	Urban	Govt.	—	—	—
		Private	1	1	—
	Total	Govt.	1	—	—
Higher Secondary	Rural	Govt.	1	1	—
		Private	2	—	—
	Urban	Govt.	8	5	1
		Private	14	6	6
	Total	Govt.	9	5	1
		Private	16	6	6



TABLE 36

## SCHOOLS ACCORDING TO DRINKING WATER FACILITY

STATE: MADHYA PRADESH

Schools	Area	Management	Schools having drinking water facility		Source of drinking water							
			Yes	No	Only a	Only b	Only c	Only d	a & b	b & c	a & c	a, b & c
1	2	3	4	5	6	7	8	9	10	11	12	13
			5	5	2	1	—	2	—	—	—	—
	Rural	Govt.	2	—	—	1	—	1	—	—	—	—
		Private	2	—	—	—	—	—	—	—	—	—
Secondary	Urban	Govt.	2	1	—	1	—	—	—	—	1	—
		Private	2	—	—	—	—	—	—	—	—	—
	Total	Govt.	7	6	2	2	—	2	—	—	1	—
		Private	4	—	—	2	—	—	—	—	—	—
Higher Secondary	Rural	Govt.	27	5	5	6	4	5	3	1	2	1
		Private	10	—	1	3	—	2	—	—	—	—
	Urban	Govt.	37	4	2	17	1	5	5	6	1	—
		Private	36	1	1	12	—	2	2	1	11	2
	Total	Govt.	64	9	7	23	5	1	8	7	3	1
		Private	41	—	2	22	—	2	2	1	13	2

Notes a) - Hand Pump; b) Running water tap within building;

c) - Well in the school Compound; d) Water is brought from outside and stored in pots/tanks





TABLE 37

## SCHOOLS ACCORDING TO TOILET FACILITY

STATE: MADHYA PRADESH

Schools	Area	Management	Boys Schools					Girls Schools					Co-Educational Schools																		
			Having Proper Facilities			Common for Staff & Students	No. pro- per Faci- lity	Having Proper Facilities			Common for Staff & Students	No. Pro- per Faci- lity	Having Proper Facilities			Common for Staff Boys & Girls	19	20													
			No Pro- per Fac- ility	Separate for				Girls male staff	Girls female staff	Boys male staff			Boys female staff	Girls male staff	Girls female staff				Boys male staff	Boys female staff											
				5	6																7	8	9	10	11	12	13	14	15	16	17
1.	2.	3.	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20												
Seco-ndary	Rural	Govt.	1	-	-	-	-	-	1	1	1	-	4	-	-	-	2	1	-												
		Private	-	-	-	-	-	-	-	-	-	-	1	1	1	1	-	-	-												
	Urban	Govt.	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-												
		Private	-	-	-	-	-	-	-	1	1	1	1	4	1	1	1	2	1	-											
	Total	Govt.	-	-	-	-	1	-	-	-	-	-	1	2	2	2	-	-	-												
		Private	-	-	2	1	1	1	-	-	-	-	22	4	5	3	1	3	-	-											
	Rural	Govt.	1	-	-	-	-	-	-	-	-	-	3	5	6	5	1	-	-												
		Private	-	-	-	-	-	-	-	-	3	7	7	2	2	2	2	-	-												
Higher Secondary	Urban	Govt.	9	8	8	6	6	1	9	6	9	3	-	10	11	10	5	-	-												
		Private	1	5	5	1	4	-	2	3	3	7	21	6	7	5	3	5	-												
		Govt.	9	10	9	6	7	2	2	3	3	7	21	6	7	5	3	5	-												
	Total	Private	2	5	5	1	4	-	9	6	9	3	2	15	17	15	6	6	-												



SCHOOLS ACCORDING TO TOILET FACILITY  
WITHIN/OUTSIDE THE BUILDING

STATE: MADHYA PRADESH

Schools	Area	Management	Schools having facility within the building	Schools having facility outside the building at a distance of									
				Less than 25 mtrs.	26 to 50 mtrs.	51 to 75 mtrs.	76 to 100 mtrs.	101 to 200 mtrs.	201 to 300 mtrs.	301 to 400 mtrs.	401 to 500 mtrs.	Above 500 mtrs.	
Secondary	Rural	Govt.	3	-	-	-	-	-	-	-	-	-	-
		Private	1	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	1	1	-	-	-	-	-	-	-	-	-
		Private	2	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	4	1	-	-	-	-	-	-	-	-	-
		Private	3	-	-	-	-	-	-	-	-	-	-
Higher Secondary	Rural	Govt.	7	1	1	-	-	-	-	-	-	-	-
		Private	5	-	1	-	-	-	-	-	-	-	-
	Urban	Govt.	23	1	-	-	-	-	-	-	-	-	-
		Private	36	-	-	-	-	-	-	-	-	-	-
	Total	Govt.	30	2	1	-	-	-	-	-	-	-	-
		Private	41	-	1	-	-	-	-	-	-	-	-



## SCHOOLS ACCORDING TO PLAYGROUNDS &amp; THEIR AREA

STATE: MADHYA PRADESH

Schools	Area	Management	Schools having playgrounds within the Campus (area in Sq. meters)					Schools having playgrounds outside the Campus (area in Sq. meters)				
			Less than 1000	1000 to 1999	2000 to 4999	5000 to 9999	10000 and above	Less than 1000	1000 to 1999	2000 to 4999	5000 to 9999	10000 and above
1	2	3	4	5	6	7	8	9	10	11	12	13
Seco-ndary	Rural	Govt.	2	—	1	1	—	—	—	—	1	—
		Private	—	1	—	—	—	—	—	—	—	—
	Urban	Govt.	—	1	—	—	—	—	—	—	—	—
		Private	2	—	—	—	—	—	—	—	—	—
	Total	Govt.	2	1	1	1	—	—	—	—	1	—
		Private	2	1	—	—	—	—	—	1	—	—
	Rural	Govt.	3	1	4	6	2	—	—	1	2	2
		Private	—	—	—	4	2	1	—	—	1	2
Higher Seco-ndary	Urban	Govt.	3	4	6	9	3	—	1	2	2	1
		Private	3	3	4	8	5	—	—	—	5	2
	Total	Govt.	6	5	10	15	5	—	1	3	4	8
		Private	3	3	4	12	7	1	—	—	6	4



SCHOOLS ACCORDING TO COVERED SPACE FOR  
INDOOR GAMES

STATE: MADHYA PRADESH

Schools	Area	Management	Number of schools having the facility	Schools having covered area for indoor games (area in Sq. mtrs.)									
				Up to 50	51 to 100	101 to 150	151 to 200	201 to 250	251 to 300	301 to 400	401 to 500	Above 500	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Secondary	Rural	Govt.	—	—	—	—	—	—	—	—	—	—	
		Private	—	—	—	—	—	—	—	—	—	—	
	Urban	Govt.	—	—	—	—	—	—	—	—	—	—	
		Private	—	—	—	—	—	—	—	—	—	—	
	Total	Govt.	—	—	—	—	—	—	—	—	—	—	
Higher Secondary	Rural	Govt.	—	—	—	—	—	—	—	—	—	—	
		Private	1	1	—	—	—	—	—	—	—	—	
	Urban	Govt.	1	—	1	—	—	—	—	—	—	—	
		Private	10	2	1	3	2	—	—	1	—	1	
	Total	Govt.	1	—	1	—	—	—	—	—	—	—	
		Private	11	1	2	1	3	2	—	1	—	1	





TABLE 41

## SCHOOLS ACCORDING TO CANTEN AND CYCLE STAND FACILITY

STATE: MADHYA PRADESH

Schools	Area	Management	Schools			Having			A Cycle Stand in the Campus	
			Permanet Canteen in the Building	Permanet Canteen in the Campus	Temporary Canteen in the Campus	No Canteen	Yes	No	Yes	No
1	2	3	4	5	6	7	8	9		
Secondary	Rural	Govt.	—	—	—	8	1	7		
		Private	—	—	—	2	2	—		
	Urban	Govt.	—	—	—	3	—	3		
		Private	—	—	—	2	1	1		
	Total		—	—	—	11	1	10		
Higher Secondary	Rural	Private	—	—	—	4	3	1		
		Govt.	—	—	1	31	3	29		
	Urban	Private	—	—	—	10	5	5		
		Govt.	—	—	—	41	9	32		
	Total		2	1	1	33	25	12		
Total	Total	Govt.	—	—	1	72	12	61		
		Private	2	1	1	43	30	17		



TABLE - 42

SCHOOLS ACCORDING TO HOSTEL FACILITY

STATE : MADHYA PRADESH

Schools	Area	Management	Schools having Hostel Facility	Schools owning the Hostel Building	Rooms in Hostels							Number of Schools where more students are residing in the Hostel than its intake capacity
					Up to 10	11-20	21-30	31-40	41-50	51-99	100 and above	
					6	7	8	9	10	11	12	
Secondary	2	3	4	5								13
	Rural	Govt. Private	1	1	1							
	Urban	Govt. Private										
	Total	Govt. Private	1	1	1							
Higher Secondary,	Rural	Govt. Private										
	Urban	Govt. Private	3	3	1	1						
	Total	Govt. Private	3	3	1	1						
			1	1	1							



SCHOOLS ACCORDING TO MAINTENANCE OF BUILDINGS AND  
SOURCES OF FUNDS FOR THE SAME

STATE : MADHYA PRADESH

Schools	Area	Management	Schools having Periodical maintenance of buildings		Source of funds for maintenance of building					Fees From Students	Any other
			Yes	No	Government	Local Body	Management (For Private Aided and Unaided Schools)	Contributions from Community			
1	2	3	4	5	6	7	8	9	10	11	
Secondary	Rural	Govt.	4	4	3	1	-	-	-	-	-
		Private	2	-	-	-	1	-	-	-	-
	Urban	Govt.	3	-	3	-	-	-	-	-	-
		Private	2	-	-	-	1	-	-	-	-
	Total	Govt.	7	4	6	1	-	-	-	-	-
		Private	4	-	-	-	2	-	-	-	-
	Rural	Govt.	20	12	19	1	-	-	-	-	-
		Private	7	3	-	-	7	-	-	-	-
Higher Secondary		Govt.	36	5	29	4	-	2	-	-	-
		Private	36	1	-	-	28	1	-	-	-
	Urban	Govt.	56	17	48	5	-	2	-	-	-
		Private	43	4	-	-	35	1	-	-	-



## SCHOOLS ACCORDING TO DAMPNESSES IN BUILDING

STATE : MADHYA PRADESH

Schools	Area	Management	Number of schools having dampness in the Building	Schools affected by dampness according to Percentage of Rooms											
				Dampness in walls			Dampness in Roofs			Dampness in floors			Dampness in Rooms		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Secondary	Rural	Govt.	2	1	1	-	-	1	1	-	-	-	-	-	-
		Private	-	-	-	-	-	-	-	-	-	-	-	-	-
	Urban	Govt.	2	-	1	-	-	-	-	2	-	-	-	-	-
		Private	1	1	-	-	-	-	1	-	-	-	1	-	-
Higher Secondary	Total	Govt.	4	1	2	-	-	1	3	-	-	-	-	-	-
		Private	1	1	-	-	-	-	-	-	-	-	1	-	-
	Rural	Govt.	15	4	2	2	1	5	4	3	1	5	2	1	1
		Private	1	-	-	-	-	-	1	-	-	-	1	-	-
)	Urban	Govt.	22	12	4	-	3	11	6	2	1	6	3	1	1
		Private	4	-	1	-	-	3	1	-	-	-	1	-	-
	Total	Govt.	37	16	6	2	4	16	10	5	2	11	5	2	2
		Private	5	-	1	-	-	4	1	-	-	-	1	1	-





NOT-45

SCHOOLS ACCORDING TO LEAKAGE FROM ROOFS

STATE : MADHYA PRADESH

Schools	Area	Management	Schools having No Leakage from Roofs	Schools having Leakage from roofs (Percentage of schools fitted by Leakage)		
				Unto 25%	26 to 50%	Above 51 to 75%
I	2	3	4	5	6	7
Secondary	Rural	Govt.	5	1	2	—
		Private	1	1	—	—
	Urban	Govt.	1	1	1	—
		Private	1	—	1	—
Higher Secondary	Total	Govt.	6	2	3	—
		Private	2	1	1	—
	Rural	Govt.	13	7	7	1
		Private	8	2	—	—
	Urban	Govt.	13	12	8	3
		Private	31	2	3	—
	Total	Govt.	26	19	15	4
		Private	39	4	3	—



TABLE - 46

SCHOOLS ACCORDING TO CONDITION OF DOORS/  
WINDOWS AND LOCKABILITY OF BUILDING

STATE MADHYA PRADESH

Schools	Area	Management	Number of schools having				Windows in working order
			Doors and windows painted	Lockable Building	Doors in working order		
1	2	3	4	5	6		7
Secondary	Rural	Govt.	5	6	8		8
		Private	1	1	1		1
	Urban	Govt.	2	3	3		2
		Private	1	2	2		2
	Total	Govt.	7	9	11		10
		Private	2	3	3		3
		Govt.	18	25	31		31
	Rural	Govt.	6	8	10		10
		Private	35	38	39		39
Higher- Secondary	Urban	Govt.	31	36	37		37
		Private	53	63	70		70
	Total	Govt.	37	44	47		47
		Private					



Appendix - I

Advisees for the first five years

1. C.A.B.I., Roop - Shri V.P. Mishra, Coordinator,  
Group of School Building  
Associates.
2. Directorate of Education,  
Delhi - Shri S.L. Singh, Joint  
Director (I.D.).
3. Shri Singh, P.O. No. 10  
P.O., Delhi - Shri S.L. Singh, Joint  
Director.
4. National Building  
Organization, New Delhi - Shri H.N. Mishra, Deputy  
Director (Design).
5. Panchayat Raj, New Delhi - Shri H.N. Mishra, Executive  
Engineer.



# APPENDIX - II

<u>STATE</u>	<u>REGION</u>	<u>DISTRICTS</u>
ANDHRA PRADESH	1. Coastal	(i) Brikshulom (ii) Vishakhapatnam (iii) Vishakhapatnam (iv) Godavari (v) Godavari (vi) East Godavari (vii) Krishna (viii) Prakasam (ix) Nellore
	2. Inland Northern	(i) Hindubal Nagar (ii) Nandamudi (iii) Hindubal (iv) Nandamudi (v) Hindubal (vi) Nandamudi (vii) Hindubal (viii) Nandamudi (ix) Hindubal (x) Nandamudi
	3. South West	(i) Nandamudi (ii) Nandamudi
	4. Inland Southern	(i) Nandamudi (ii) Nandamudi
ASSAM	1. Plains Eastern	(i) Lakhimpur (ii) Sibsagar (iii) Dibrugarh (iv) Jorhat
	2. Plains Western	(i) Goalpara (ii) Barpeta (iii) Kamrup (iv) Nagaon
	3. Hills	(i) Karbi Anglong (ii) North Cacharhills
Bihar	1. Southern	(i) Patna (ii) Patna (iii) Dhanbad (iv) Garidih (v) Hazari Bagh (vi) Palamau (vii) Ranchi (viii) Singhbhum
	2. Northern	(i) Saran (ii) Siwan (iii) Gopul Ganj (iv) Champaran West (v) Champaran East (vi) Sitabdihi (vii) Muzaffar Pur (viii) Vaishali (ix) Samast Pur (x) Darbhanga (xi) Madhubani (xii) Behar (xiii) Patna (xiv) Patna
	3. Central	(i) Patna (ii) Patna (iii) Patna (iv) Gaya (v) Aurangabad (vi) Noida (vii) Bhojpur (viii) Bogusarai (ix) Patna (x) Patna
GUJARAT	1. Eastern	(i) Sabar Kantha Kachchh Vijaynagar, Bhiloda, Meghraj (ii) Panch Mahal Limkheda, Dohad Santrapur





PLAINS

PLAINS

PLAINS

(iii) Vadod Vadod, Bilal,  
Vadod, Bhota Vadod, J. Vadod

(iv) Bharuch Bhilisar, Vadia,  
J. Vadod, Bhilisar,  
Bharuch, Bhilisar

(i) Gujarat Vadod, Bhilisar, Vadia,  
Bharuch, Bhilisar,  
Bharuch, Bhilisar, Bhilisar

(ii) Bharuch Vadod, Bhilisar, Bhilisar,  
Bharuch, Bhilisar,  
Bharuch, Bhilisar, Bhilisar

3. PLAINS  
PLAINS

(i) Bharuch Bhilisar, Bhilisar,  
Bharuch, Bhilisar, Bhilisar

(ii) Bharuch Bhilisar, Bhilisar,  
Bharuch, Bhilisar,  
Bharuch, Bhilisar, Bhilisar

(iii) Bharuch (all fahsils)

(iv) Bharuch Bhilisar

3. PLAINS  
PLAINS

(i) Bharuch Bhilisar, Bhilisar, Bhilisar,  
Bharuch, Bhilisar, Bhilisar

(ii) Bharuch Bhilisar, Bhilisar, Bhilisar,  
Bharuch, Bhilisar, Bhilisar

(iii) Bharuch Bhilisar, Bhilisar,  
Bharuch, Bhilisar

(iv) Bharuch Bhilisar, Bhilisar,  
Bharuch

(v) Bharuch Bhilisar, Bhilisar

4. PLAINS

Bharuch (all)

(ii) Bharuch (all)

(iii) Bharuch (Bharuch, Bhilisar,  
Bharuch)

(iv) Bharuch (all)

5. PLAINS

Bharuch (i) Bhilisar (all)

(ii) Bharuch (all)

(iii) Bharuch (all)

(iv) Bharuch (all)

(v) Bharuch (all)



STATE	DISTRICT	DIVISION
HARYANA	1. Western	(i) Rohtak (ii) Karnal (iii) Sonapat (iv) Gurgaon (v) Faridkot (vi) Gurgaon
	2. Eastern	(i) Jind (ii) Bahawalpur (iii) Sirsa (iv) Hisar (v) Feroze
-----		
INDIA	1. Eastern	Chennai
-----		
INDIA	1. Northern	(i) Jammu (ii) Ladakh
	2. Central	(i) Dehra (ii) Meerut (iii) Aligarh (iv) Lucknow
	3. Southern	(i) Madurai (ii) Tirunelveli (iii) Thanjavur (iv) Karaikal (v) Pondicherry (vi) Tiruchirappalli (vii) Tirunelveli (viii) Tiruppur
Not covered by NLS		
INDIA	1. Eastern	(i) Dibrugarh (ii) Jorhat (iii) Udaipur
	2. Western	(i) Shimla (ii) Dehra (iii) Jodhpur (iv) Jaipur
	3. Southern	(i) Bangalore (ii) Mysore (iii) Madurai (iv) Kanyakumari (v) Tirunelveli
	4. Northern	(i) Bikaner (ii) Jaipur (iii) Jodhpur (iv) Alwar (v) Bharatpur (vi) Feroze (vii) Jaipur
-----		
INDIA	1. Northern	(i) Jammu (ii) Ladakh (iii) Jodhpur (iv) Jaipur (v) Alwar
	2. Southern	(i) Tirunelveli (ii) Thanjavur (iii) Karaikal (iv) Pondicherry (v) Tiruchirappalli (vi) Tirunelveli (vii) Tiruppur
-----		
INDIA	1. Chhattisgarh	(i) Surguja (ii) Bilaspur (iii) Raigarh (iv) Rajnandgaon (v) Durg (vi) Raipur (vii) Bastar
	2. Vindya	(i) Tikamgarh (ii) Chhattarpur (iii) Panna (iv) Satna (v) Rewa (vi) Shahdol (vii) Sidhi



ODISHA

WESTERN

DIIVISIONS

3. Coastal (i) Bhubaneswar (ii) Puri (iii) Balasore (iv) Bhadrak (v) Jharsuguda (vi) Boudh
4. Eastern (i) Cuttack (ii) Bhubaneswar (iii) Balasore (iv) Bhadrak (v) Jharsuguda (vi) Jajpur (vii) Sambalpur (viii) Deogarh (ix) Sundergarh
5. Southern (i) Puri (ii) Balasore (iii) Bhadrak (iv) Jharsuguda (v) Jajpur
6. Northern (i) Sambalpur (ii) Deogarh (iii) Sundergarh (iv) Jajpur
7. Central (i) Cuttack (ii) Bhubaneswar (iii) Balasore (iv) Bhadrak (v) Jharsuguda (vi) Jajpur

WESTERN

1. Coastal (i) Puri (ii) Balasore (iii) Bhadrak (iv) Jharsuguda (v) Jajpur
2. Eastern (i) Cuttack (ii) Bhubaneswar (iii) Balasore (iv) Bhadrak (v) Jharsuguda (vi) Jajpur
3. Southern (i) Puri (ii) Balasore (iii) Bhadrak (iv) Jharsuguda (v) Jajpur
4. Northern (i) Sambalpur (ii) Deogarh (iii) Sundergarh (iv) Jajpur
5. Central (i) Cuttack (ii) Bhubaneswar (iii) Balasore (iv) Bhadrak (v) Jharsuguda (vi) Jajpur
6. Southern (i) Puri (ii) Balasore (iii) Bhadrak (iv) Jharsuguda (v) Jajpur
7. Northern (i) Sambalpur (ii) Deogarh (iii) Sundergarh (iv) Jajpur

WESTERN

1. Coastal (i) Puri (ii) Balasore (iii) Bhadrak (iv) Jharsuguda (v) Jajpur
2. Eastern (i) Cuttack (ii) Bhubaneswar (iii) Balasore (iv) Bhadrak (v) Jharsuguda (vi) Jajpur

WESTERN

Whole State

WESTERN

Whole State

ODISHA

1. Coastal (i) Balasore (ii) Cuttack (iii) Puri (iv) Ganjam
2. Southern (i) Phulwari (ii) Palasani (iii) Koraput
3. Northern (i) Sundergarh (ii) Kendujhar (iii) Mayurbhanj (iv) Sambalpur (v) Dhenkanal (vi) Palangir



PUNJAB	3. Northern	(i) Gujranwala (ii) Jhelum (iii) Faisalabad (iv) Rawalpindi (v) Ludhiana (vi) Jalandhar (vii) Mohali (viii) Patiala
	4. Southern	(i) Multan (ii) Faisalabad (iii) Jalandhar (iv) Ludhiana (v) Patiala

RAJASTHAN	1. Western	(i) Jaipur (ii) Bikaner (iii) Jodhpur (iv) Udaipur (v) Kota (vi) Ajmer (vii) Jaipur (viii) Bikaner (ix) Jaisalmer (x) Bikaner
	2. North Eastern	(i) Jaipur (ii) Bikaner (iii) Jodhpur (iv) Udaipur (v) Kota (vi) Ajmer (vii) Jaipur (viii) Bikaner (ix) Jaisalmer (x) Bikaner
	3. Southern	(i) Jaipur (ii) Bikaner (iii) Jodhpur (iv) Udaipur (v) Kota (vi) Ajmer (vii) Jaipur (viii) Bikaner (ix) Jaisalmer (x) Bikaner
	4. South Western	(i) Jaipur (ii) Bikaner (iii) Jodhpur (iv) Udaipur (v) Kota (vi) Ajmer (vii) Jaipur (viii) Bikaner (ix) Jaisalmer (x) Bikaner

## TAMIL NADU

## Whole State

TAMIL NADU	1. Coastal Northern	(i) Madurai (ii) Chennai (iii) North Arcot (iv) South Arcot
	2. Coastal	(i) Thanjavur (ii) Pudukkottai (iii) Tiruchirappalli
	3. Southern	(i) Madurai (ii) Ramnathapuram (iii) Tirunelveli (iv) Kanyakumari
	4. Inland	(i) Salem (ii) Periyar (iii) Coimbatore (iv) Dharmapuri (v) Nilgiris

## TRIPURA

## Whole State

UTTAR	1. Himalayan	(i) Uttarakashi (ii) Tehri Garwal (iii) Pithoragarh (iv) Almora (v) Chomoli (vi) Dehradun (vii) Garwal (viii) Nainital
	2. West	(i) Saharanpur (ii) Muzaffargarh (iii) Gaziabad (iv) Buland Shahar (v) Moradabad (vi) Budaun (vii) Shahjahan (viii) Mathura (ix) Etawah (x) Farukhabad (xi) Bijnor (xii) Meerut (xiii) Rampur (xiv) Bareilly (xv) Pilibhit (xvi) Aligarh (xvii) Agra (xviii) Etah (xix) Mainpuri
	3. Central	(i) Kanpur (ii) Kheri (iii) Haridwar (iv) Unnao (v) Lucknow (vi) Fatehpur (vii) Sitapur (viii) Raibareilly (ix) Barabanki





- U.P.P. 4. Western (i) Allahabad (ii) Bijnor (iii) Meerut (iv) Saharanpur (v) Paritiesh (vi) Gorakhpur (vii) Muzaffarnagar (viii) Moradabad (ix) Gonda (x) Rampur (xi) Bareilly (xii) Lucknow (xiii) Faizabad (xiv) Mirzapur (xv) Jaunpur
5. Southern (i) Allahabad (ii) Bijnor (iii) Meerut (iv) Saharanpur (v) Paritiesh

1. Himalayan (i) Dehra Dun (ii) Garhwal (iii) Jalandhar
2. Eastern Plains (i) West Dinapur (ii) Malda (iii) Barham (iv) Malda (v) Nadia
3. Central Plains (i) 24 Parganas (ii) Hooghly (iii) Bardhaman (iv) Calcutta (v) Nadia
4. Western Plains (i) Nadia (ii) Bardhaman (iii) Baruliy

Andaman & Nicobar  
Arunachal  
Pradesh

Chandigarh

Dehra Dun & Haveli

Delhi

Goa Daman Diu

Lakshadweep

Mizoram

Pondichery

Whole U.T.



- 1 / 1 -

Appendix - III

No. 2-4/85 S2DP

DEPARTMENT OF MEASUREMENT EVALUATION, COMPTON & CO. LTD. 1985  
M.C.E.E.  
BRI AULOMINDO NINE, NEW DELHI - 16

Subject :- Minutes of the Meeting of Experts on  
School Buildings.

A meeting was held on 1/10/1985 to discuss the questionnaire on school buildings in High/Higher Secondary Schools in some selected states. The meeting was held in the NCERT, New Delhi and the following were present.

Nominated Members

1. Mr. A.Y. Saxena, Executive Engineer,  
Kendriya Vidyalaya Sangathan.
2. Mr. B.S. Duggel, Senior Architect,  
P.W.D., Delhi Administration.
3. Mr. M.Y. Goel,  
CBRI, Roorkee.
4. Mrs. Neeta Mittal,  
CBRI, Roorkee.

The following faculty members of the Department attended the meeting.

1. Prof. K.N. Hariyanniah
2. Dr. D.N. Abrol
3. Dr. C.L. Kaul
4. Sh. S.M. Bhargava
5. Dr. Satvir Singh
6. Dr. K.N. Rao
7. Sh. J.K. Gupta
8. Sh. Pushpender Kumar
9. Sh. S.C. Mittal
10. Sh. M.K. Gupta
11. Sh. O.P. Arora
12. Smt. Manju Trehan

Contd... 2/



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The following nominated members could not attend the meeting.

1. Sh. M.M. Mastry  
Deputy Director (Design),  
N.B.O., Hirman Bhawan G Wing,  
New Delhi - 1
2. Sh. S.P. Shukla,  
Deputy Director of Education,  
Delhi Administration,  
Delhi - 54.
3. Sh. V.P. Mathur,  
Asst. Director, C.B.R.I. Roorkee

Prof. P.N. Hidayatullah welcomed the nominated members and thanked them for accepting the invitation to attend the meeting. The objective of the present study was explained to the group and also efforts made by NCERT in collecting information on school buildings through three All India Questionnaire surveys were explained. Since these surveys were of a long time, it was not possible to get detailed information regarding school buildings. It was, therefore, decided to undertake a study of school buildings of secondary-higher secondary schools in some selected states on sample basis. The survey would be in two phases. In the first phase five percent sample schools in the selected states would be covered. In the second phase a case study of a sub-sample of selected schools would be conducted. He requested the nominated members to give their general observations about the questionnaire and discuss the same ~~item~~-wise. Mr. A.P. Saxena expressed his deep appreciation for undertaking the study of school buildings. The Committee made the following suggestions.

1. The items in the questionnaire may be regrouped.
2. The number of items may be reduced.
3. Before finalising the tool, it may be tried out in some schools.
4. For tryout some schools nearby Roorkee and Delhi may also be selected so that expert guidance of experts could be utilised.
5. After try out, on the basis of practical difficulties, the questionnaire may be restructured. The modified questionnaire may be sent to nominated members to seek their comments by post.



In the light of comments received from non-Indians  
members, the programme may be further modified,  
if necessary. Finally, a second meeting of the project  
group may be convened before launching the survey.





Appendix 4

DEPARTMENT OF MEASUREMENT EVALUATION  
SURVEY AND DATA PROCESSING

e

INTENSIVE STUDY OF SECONDARY AND  
HIGHER SECONDARY SCHOOL BUILDINGS

INSTRUCTIONS FOR FILLING IN  
THE QUESTIONNAIRE

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING  
SRI AUROBINDO MARG, NEW DELHI-110016.

## Instructions for filling in the Questionnaire

The questionnaire enclosed herewith relates to the project "Intensive study of Secondary and Higher Secondary School Buildings". The information for each and every item in the questionnaire is to be provided by the Principal/Headmaster of the selected school. To facilitate the process of filling in the information certain points are mentioned below. Please read them carefully before filling in the questionnaire.

1. The date of reference is 30th September, 1985. All information is to be given as on 30th September, 1985.
2. The filled in questionnaire is to be processed with the help of electronic computer. It is, therefore, necessary to provide information in exact and accurate manner. Please write 'Nil' or put cross (X) in the items not applicable to your school, but Do Not Leave Blank Any Item.
3. The items provided in the questionnaire are general of two types namely, (a) multiple choice type, (b) quantitative information type. The procedure for providing responses with respect to each of them is as under:
  - (a) Items of Multiple choice type :- Possible response choices are provided against each of the items. Please choose the most appropriate choice applicable to your school and put a tick mark ( ✓ ) in the bracket provided against the same. In some questions like 3.8, 3.10, 3.11, 6.5.2 and 8.7 more than one answer may be applicable to your school. In the items having answers: Yes/No, please strike which is not applicable.
  - (b) Items of Quantitative information type: A number of squares are provided against such items to obtain information in numerical form. The information is to be provided only in Arabic Numerals i.e. 0, 1, 2, 3, ..... 9. The numerical digits are to be entered starting from right hand side by entering one digit in one square. The remaining squares on the left hand side, if blank, are to be filled in with zeros. For example in item 1.10.1 four blank squares have been provided to enter the year of establishment of school as Primary. If the school was first established as Primary school in 198

102

it will be entered as 

1	9	5	0
---	---	---	---

 But in 1.12, if the enrolment of the school is 735, the entry will be made as 

0	7	3	5
---	---	---	---

(c) Items of descriptive information type:

Information in certain items have been asked in open ended form. Responses to such items should be described/mentioned specifically to the point and should be brief.

4. Item 1.7:

All schools run by State Government, Central Government, Public Undertakings and Autonomous Organisations completely financed by the Government will be treated as Government Schools. All schools run by Municipal Corporations/ Municipal Committees, Notified Area Committees, Zila Parishad, panchayat samities, Cantonment Boards etc., will be treated as Local Body Schools.

5. Item 1.8:

A school is "School for boys" if boys are admitted to all classes and admission of girls is restricted to some specific classes only. A school is "School for Girls", if girls are admitted to all classes and admission of boys is restricted to some specific classes only. A school is Co-educational if boys and girls are admitted to all classes of the school.

Item 1.13: 'Non-teaching' staff will included all employees of the school excluding the teachers.

6. Where necessary, give the information for majority of the building.

7. Item 2.7: Noxious Industries means where the by-product is in the form of Intense smelling gasses.

8. Item 4.1: Space has been provided for '6' sections per class. If there are more than 6 sections in a class, please attach a sheet and give all information by drawing similar table and columns.

9. Item 4.2 Please write 'NIL' or put (X) cross mark in col. 2 for items not applicable to your school.

Item 4.3.1 Put cross (X) mark to items not applicable to your school.

10. Item 5.1.2. a) & b): R.C.C./Reinforced Brick (R.B.): Steel (Iron) bars embedded in concrete or brick work during construction, either vertically and/or horizontally.

11. Item 5.1.3 (d): Mosaic/Terazzo Floors:

Mosaic floors are built up from small cubes of marble, glass, pottery laid in cement to a pattern. When the surface is abraded and thus smoothed after laying, it is called Terazzo, (with chips).

12. Item 5.1.6/5.1.7 (Shutters of Doors and windows):

- a) shutters completely of glasses are 'Fully Glazed'
- b) shutters completely of wooden are 'Fully Panelled'
- c) shutters made of both glass and wood are 'Partly glazed and partly panelled.'

### CONVERSION TABLE

#### Length

1 Foot = 12" = 30.48 Cms. = 0.3048 mtrs.

1 Yard = 3 feet = 0.9144 mtrs.

#### Area

1 Sq. Foot = 929.0 Sq. Cms. = .093 sq. mtrs.

1 Sq. Yard = 9 sq. feet = 0.836 sq. mtrs.

1 Acre = 4046.86 sq. mtrs. = .4047 Hectarea.

1 Hectare = 10,000 sq. mtrs. = 11,959.35 Sq. Yards  
= 2.471 Acres.

DEPARTMENT OF MEASUREMENT EVALUATION  
SURVEY AND DATA PROCESSING  
N.C.E.R.T.  
\*\*\*\*\*

School Identification  
code

State	Distt.	School

A STUDY OF SECONDARY AND HIGHER  
SECONDARY SCHOOL BUILDINGS

1.0 GENERAL INFORMATION

- 1.1 Name of the school : \_\_\_\_\_
- 1.2 Name of village/town : \_\_\_\_\_
- 1.3 Tehsil/Taluk : \_\_\_\_\_
- 1.4 District : \_\_\_\_\_
- 1.5 State : \_\_\_\_\_
- 1.6 Area : Urban (        ) Rural (        )
- 1.7 Management of the school:
- a) Government (        )
- b) Local Body (        )
- c) Private Aided (        )
- d) Private Unaided (        )
- 1.8 Type of school :
- a) Boys (        )
- b) Girls (        )
- c) Co-educational (        )
- 1.9 Whether the school is:
- a) Fully residential (        )
- b) Partly residential (        )
- c) Day school (        )

1.10 Year of establishment:

(Please write 'Not Applicable' against item(s)

which do not apply to your school, in this question).

1.10.1 As Primary school

--	--	--	--

1.10.2 As Middle school

--	--	--	--

1.10.3 As Secondary school

--	--	--	--

1.10.4 As Hr./Sr. Sec. School/  
Jr. College etc.

--	--	--	--

1.11 Classes taught in the school

From  
class

--	--

To  
class

--	--

1.12 Total Enrolment of the school :

--	--	--	--

1.13 Total number of staff  
working in the school:

Teaching			Non-teaching		

1.14 Whether the school is  
running in double shift?

Yes/No

1.15 Whether the school provides  
education in different  
vocations at the Higher  
Secondary stage?

Yes/No

1.16 Whether workshops for different  
vocations are available in the school? Yes/No

## 2.0 LAND AND SITE DETAILS

2.1 Please mention the

2.1.1 Total area of land with  
the school (in sq. mtrs.)

--	--	--	--

2.1.2 Covered area of build-  
ing on ground floor  
(in sq. mtrs.)

--	--	--	--

- 2.2 Whether any demarcation of school boundary has been made? Yes/No
- 2.3 If yes in 2.2, mention whether the school boundary has been demarcated by ?
- a) Pucca compound wall on all sides ( )
- b) Barbed wire fencing/hedge on all sides ( )
- c) Partly pucca compound wall and partly hedge/fencing on all sides ( )
- 2.4 ~~few~~ d) Pucca compound wall/hedge/ barbed wire in few sides only (i.e., sides yet to be covered) ( )
- e) Without a, b, c and d above ( )
- 2.4 Does the school have extra land for future expansion? Yes/No
- 2.5 Whether the school campus is approachable through a metalled road? Yes/No
- 2.6 Does the water stagnates in the unmetalled approach roads to the school during the rainy season? Yes/No
- 2.7 Whether the school site is free from:
- a) Heavy traffic Yes/No
- b) Noisy environment Yes/No
- c) Noxious industries Yes/No
- 2.8 Internal Levelling and drainage
- 2.8.1 Whether the entire school campus is properly levelled with adequate drainage system (not applicable for hilly terrain)? Yes/No
- 2.8.2 If no in 2.8.1, whether the water stagnates in the school premises during the rainy season? Yes/No
- 2.9 Whether the school is located at a proper location in relation to community? (Concept of catchment area): Yes/No
- 2.10 Whether the school campus has sufficient space for morning assembly/prayer? Yes/No

3.0 DETAILS ABOUT SCHOOL CAMPUS :

3.1 Does the school have a pukka building? Yes/No

3.2 If no in 3.1 mention the mode of arrangement of teaching:

- a) In Thatched huts/Kachaha building ( )
- b) In Tented accommodation ( )
- c) In Open space ( )

3.3 If yes, in 3.1, answer the following:

3.3.1 In which year the major portion of the school building was constructed? 

--	--	--	--

3.3.2 Please mention the number of storeys in the present building (for majority of its portion):

- a) Single storeyed (i.e. ground floor only) ( )
- b) Double storeyed (i.e. ground and first floor) ( )
- c) Three storeyed (i.e. ground first and second floor) ( )
- d) More than three storeyed ( )

3.3.3 With reference to 3.3.2 mentioned above whether additional rooms can be constructed on upper storey? Yes/No

3.3.4 Whether the school building has covered passage/varandh by the side of most of the rooms? Yes/No

3.3.5 If yes in 3.3.4, please give the breadth of the varandah (in cms.) 

--	--	--

3.4 Whether the building was constructed originally for a :

- a) School ( )
- b) Residential purpose ( )
- c) Temple/dharamshala/religious place ( )
- d) Panchayat ghar ( )
- e) Any other (Please specify) \_\_\_\_\_ ( )



3.5 Whether the school accommodation is :

- a) Owned (By virtue of construction or purchase) ( )
- b) Owned (By virtue of donation) ( )
- c) Rented ( )
- d) Rent-free ( )
- e) Partly owned and partly rent-free ( )
- f) Partly owned and partly rented ( )
- g) Partly rented and partly rent-free ( )
- h) Partly owned, partly rented and partly rent-free. ( )

3.6 If the school is running in a rent-free building whether it is a :

- a) Temple/Mosque/Church/other religious place ( )
- b) Private house ( )
- c) Groupal/Panchayat house ( )
- d) Any other (Please specify) \_\_\_\_\_ ( )

3.7 Is the school accommodation also being used for other purposes other than teaching?

Yes/No

3.8 If yes in 3.7, mention the purpose (s) :

- 3.8.1 For another school/college ( )
- 3.8.2 For organising private part-time classes ( )
- 3.8.3 For Adult/Non-Formal education centre ( )
- 3.8.4 For community library/recreation room ( )
- 3.8.5 For Panchayat meetings ( )
- 3.8.6 For Religious gatherings ( )
- 3.8.7 For family welfare camps ( )
- 3.8.8 For weekly Bazar ( )
- 3.8.9 For any other (Please specify) \_\_\_\_\_ ( )

2.9 Whether the school is running in one campus? Yes/No

3.9 Please mention the agency which decides about the construction of additional building due to increase in enrolment/upgradation of school:

- a) Government ( )
- b) Local Body ( )
- c) Management Committee ( for Private aided/ Unaided Schools) ( )
- d) Principal/Headmaster ( )
- e) A committee consisting of Principal and teachers only. ( )
- f) Any other (please specify) \_\_\_\_\_ ( )

3.11 Please mention the sources of funds for construction of additional class rooms, etc.

- a) Government ( )
- b) Local Body ( )
- c) Management Committee (for Private Aided and Unaided schools) ( )
- d) Contributions by Community ( )
- e) Any special fee charged from students for this purpose ( )
- f) Any other (please specify) \_\_\_\_\_ ( )

3.12 Whether the school Campus has been developed in a planned manner (and not in a haphazard way) ? Yes/No

: 7 :

4. DETAILS OF ACCOMMODATION IN SCHOOL BUILDING

4.1 Please give information about number of sections, strength and size of each class room .

Classes	No. of sections in each class	No. of rooms available for all sections of the class	Section 'A'		Details of sections accommodation						Remarks	
			Number of students	Dimension of the room (in mtrs.)	Number of students	Dimension of the room (in mtrs.)	Number of students	Dimension of the room (in mtrs.)	Number of students	Dimension of the room (in mtrs.)		
(1)	(2)	(3)	(4)	L	B	(7)	L	B	(10)	L	B	(13)
I												
II												
III												
IV												
V												
VI												
VII												
VIII												
IX												
X												
XI												
XII												

NOTE: 1. L = Length, B = Breadth. These should be given upto one decimal place.

2. The information in col. 2 and 3 may tally, or may not tally (as the sections in a class may be more than available rooms).

3. In case the number of sections are more than the number of rooms used for particular class, please indicate in the remarks column how the additional sections are managed.

# Details of sections & accommodation

Classes	Section 'D'		Section 'E'		Section 'F'		Remarks
	Number of students (in rows.)	Dimension of the room (in mtrs.)	Number of students (in rows.)	Dimension of the room (in mtrs.)	Number of students (in rows.)	Dimension of the room (in mtrs.)	
	(14)	(15) (16)	(17)	(18) (19)	(20)	(21) (22)	23
I							
II							
III							
IV							
V							
VI							
VII							
VIII							
IX							
X							
XI							
XII							

NOTE : 1. L= Length, B = Breadth. These should be given upto one decimal place.

2. In case the number of sections are more than the number of rooms used for a particular class, please indicate now the additional sections are remained, in the remarks column.

4.2 Please give the details of other spaces available in the school building. In case there are more than one room for any single item in col. 2, please provide details of each room separately.

Description of space	No. of rooms	Dimension of the rooms (in mtrs. upto one decimal place)		Whether the facility/space adequate as per enrolment. Please (✓) in the appropriate col.		Remarks
		L	B	YES	NO	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<b>A. TEACHING SPACES</b>						
1. Science Laboratories.						
a) Physics						
i) Laboratories						
ii) Store-cum-preparation						
iii) Dark room						
b) Chemistry						
i) Laboratories						
ii) Store-cum-preparation						
iii) Balance room						
c) Biology						
i) Laboratories						
ii) Store-cum-preparation						
iii) Museum						
d) Home Science						
i) Laboratories						
ii) Store-cum-preparation						
e) Combined Laboratory for two or more subjects						
i) Laboratory						
ii) Store-cum-preparation						
iii) Dark/balance room/museum						
f) Vocational Laboratories/workshops						

3/19/19

1	2	3	4	5	6
2. General Science room in addition to A. 1 above (for middle classes)					
3. Science lecture room(s)					
4. Social Studies room (Geography, History)					
5. Art/Drawing room					
6. Activity/Music room					
7. Work-Experience/Craft-room					
8. Library*					

9. If there is a separate room available for library (as per item marked \*in table above), please give the number of students who can sit at a time in that room.

--	--	--

Description of space	No. of rooms	Dimension of room (in mtrs.)		Whether size of the room is adequate Please (✓) in the appropriate col.		Remarks
		L	B	Yes	No	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<b>B. <u>ADMINISTRATIVE SPACES</u></b>						
1. Principal/Head Master's room						
2. Office						
3. Vice-Principal's room						
4. Staff Common room						
5. Combined for Principal & Office						
6. Physical Education Teacher's room						
7. Visitors room						
8. General Store(s)						
<b>C. <u>SERVICE &amp; SUPPORT</u></b>						
1. PCC/ACC/Scout Guides						
2. Medical Unit/First Aid						
3. Book Store						
4. Games & Sports Store						
<b>D. <u>ANCILLARY SPACES</u></b>						
1. Hobbies Club room						
2. Audio-Visual room						
3. School Museum						
4. Assembly Hall						
5. Girls Common room						
6. Boys Common room						
7.* Canteen (if it is within the building)						

NOTE : L : Length, B: Breadth. These should be written upto one decimal place.

3/6

4.3 Please give the following information about laboratories :

4.3.1 Capacity of each laboratory :

Physics	Chemistry	Biology	Home Science	Combined	Vocational
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4.3.2 Whether the adequate running water taps are available in laboratories? Yes/No

4.3.3 Whether adequate electrical fittings for performing experiments are available in laboratories? Yes/No

4.3.4 Whether adequate fittings and fixtures for performing experiments have been provided in the laboratories? Yes/No

4.3.5 Are there any special bottlenecks in any of the laboratories? If yes, please mention these:

- 4.3.5.1 Physics \_\_\_\_\_
- 4.3.5.2 Chemistry \_\_\_\_\_
- 4.3.5.3 Biology \_\_\_\_\_
- 4.3.5.4 Home Science \_\_\_\_\_
- 4.3.5.5 Combined for two or more subjects \_\_\_\_\_
- 4.3.5.6 Vocational \_\_\_\_\_

Please give the information about total number of rooms (both instructional and non-instruction) in the school building:

Pucca	Kachcha	Thatched	Tents	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5.0 DETAILS ABOUT THE BUILDING:

5.1 In case the building is pucca, please mention about the :

5.1.1 Type of walls (for a room of 11 rooms):

- a) Brick ( )
- b) Stone ( )
- c) Wooden ( )
- d) Any other (Please specify) \_\_\_\_\_



5.1.2 Type of Roof Slab (for majority of rooms):  
(Tick (✓) at the appropriate place)

- |                                     |     |
|-------------------------------------|-----|
| a) R.C.C.                           | ( ) |
| b) Reinforced Brick                 | ( ) |
| c) Stone                            | ( ) |
| d) Wooden                           | ( ) |
| e) Any other (please specify) _____ | ( ) |

5.1.3 Type of Floors (for majority of rooms) :

(Tick (✓) at the appropriate place )

- |                                     |     |
|-------------------------------------|-----|
| a) Wooden                           | ( ) |
| b) Brick                            | ( ) |
| c) Ordinary cement concrete         | ( ) |
| d) Mosaic/Terrazo (with chips)      | ( ) |
| e) Any other (Please specify) _____ | ( ) |

5.1.4 Type of finishing provided for masonry work:  
(for majority of rooms, tick (✓) at appropriate places)

- |                      | <u>Internal</u> | <u>External</u> |
|----------------------|-----------------|-----------------|
| a) White wash/colour | ( )             | ( )             |
| b) Dry destemper     |                 |                 |
| c) Snowcem           | ( )             | ( )             |
| d) Paints            | ( )             | ( )             |
| e) None above        | ( )             | ( )             |

5.1.5 Type of Doors and Windows: (for majority of rooms  
tick (✓) at the appropriate place)

- |                    | <u>Made of</u> |              |
|--------------------|----------------|--------------|
|                    | <u>Wood</u>    | <u>Steel</u> |
| a) Door frames     | ( )            | ( )          |
| b) Door shutters   | ( )            | ( )          |
| c) Window frames   | ( )            | ( )          |
| d) Window shutters | ( )            | ( )          |

5.1.6 Whether the doors have :  
(a) majority of rooms ( ☒ ) at appropriate place)

- a) Fully glazed shutters ( )
- b) Partly glazed and partly panelled shutters ( )
- c) Fully panelled shutters ( )

Whether the windows have :  
(a) majority of rooms ( ☒ ) at appropriate place)

- a) Fully glazed shutters ( )
- b) Partly glazed and partly panelled shutters ( )
- c) Fully panelled shutters ( )

5.1.8 Whether the doors and windows are painted (for majority of rooms) Yes/No

5.1.9 Whether the school building is lockable? Yes/No

5.2 In case the building is Kachcha/Thatched, please mention about the following for majority of rooms ( ☒ ) at the appropriate place :

5.2.1 Type of Wall

- a) Wooden planks ( )
- b) Brick/Stone ( )
- c) Mud ( )
- d) Any other (Please specify) \_\_\_\_\_ ( )

5.2.2 Type of Roof

- a) Clay, Mangalore tiles ( )
- b) Tin sheets ( )
- c) Wooden ( )
- d) Thatched ( )
- e) Any other (Please specify) \_\_\_\_\_ ( )

### Floors

- a) Kachcha ( )
- b) Wooden ( )
- c) Bricks ( )
- d) Any other (Please specify) \_\_\_\_\_ ( )

### 6.0 GENERAL PLANNING DETAILS

Whether most of the rooms have:  
(please tick (✓) in the appropriate column).

a) Natural lights	Adequate	Inadequate
b) Artificial lights		
c) Both natural and artificial		

6.2 Whether most of the rooms are properly ventilated? Yes/No

6.3 Whether black boards in most of the rooms are free (unaffected) from sun glazes? Yes/No

6.4 Mention about the electrical fittings and fixtures in the building

6.4.1 Whether fittings and fixtures are adequate? Yes/No

6.4.2 Whether the physical condition of above fitting is satisfactory? Yes/No

### 6.5 Toilet Facility :

6.5.1 Whether the school is having proper toilet facility? Yes/No

6.5.2 If yes in 6.5.1 please (✓) at appropriate place(s)

- a) separate for boys ( )
- b) separate for girls ( )
- c) separate for male staff ( )
- d) separate for female staff ( )
- e) common for staff and students ( )
- f) common for boys and girls ( )

6.5.3 Whether this facility is available  
in the school building,

Yes/No

6.5.4 If yes in 6.5.3, mention the number of the facility in mtrs:

--	--	--

6.6 Drinking water facility

6.6.1 Whether the school is having drinking water facility?

Yes/No

6.6.2 If yes in 6.6.1, please tick ( ☒ ) the source and its adequacy in the appropriate cols:

	<u>Source</u>	<u>Adequate</u>	<u>Inadequate</u>
a) Hand pump	(      )	(      )	(      )
b) Running water tap within the building	(      )	(      )	(      )
c) Well in the school compound	(      )	(      )	(      )
d) Water is brought from outside school and stored in-pots/tanks	(      )	(      )	(      )

6.6.3 If water taps are available for drinking water, please give their number.

--	--

6.7 Games and sports

6.7.1 Does the school have playground? Yes/No

6.7.2 If yes in 6.7.1, whether the playground is :

- a) Within the school campus (      )
- b) Outside the school campus (      )

6.7.3 If yes in 6.7.1, please mention the total area of playground(s) in sq. mtrs.)

--	--	--	--	--

6.7.4 Does the school have any covered space for indoor games? (Please donot include verandas here).

Yes/No

6.7.5 If yes in 6.7.4, please give its area  
(in sq. mtrs.)

--	--	--

6.8 School Canteen

6.8.1 Whether the school has :

- a) A permanent canteen in the school building ( )
- b) A permanent canteen in the school campus ( )
- c) A temporary canteen in the school campus ( )
- d) No canteen ( )

6.9 Is there a cycle stand in the school campus? Yes/No

7.0 HOSTEL ACCOMMODATION

7.1 Is there hostel facility for the students? Yes/No

7.2 If yes in 7.1., please mention :

a) Whether the building is owned by the school? Yes/No

b) Number of rooms available for students. 

--	--

c) The intake capacity of the hostel. 

--	--	--

d) Number of students residing in hostel 

--	--	--

8.0 MAINTENANCE AND REPAIRS:

8.1 Is there any dampness in the school Building? Yes/No

8.2 If yes in 8.1, please give the number of rooms affected:

a) Walls ( of how many rooms) 

--	--

b) Roofs ( of how many rooms) 

--	--

c) Floors ( of how many rooms) 

--	--

- 8.3 Is there any leakage from roofs during rainy season? Yes/No
- 8.4 If yes in 8.3, mention the number of rooms affected
- 8.5 Please state the present condition of doors and windows in majority of rooms of the school buildings: In working order
- a) Doors Yes/No
- b) windows Yes/No
- 8.6 Is there any system of periodical maintenance of the school building? Yes/No
- 8.7 If yes in 8.6 please (✓) sources of funds for maintenance of the school building.
- i) Government ( )
- ii) Local Body ( )
- iii) Management (for private aided and unaided schools) ( )
- iv) Contribution by Community ( )
- v) Building fees from students ( )
- vi) Any other (Please specify) \_\_\_\_\_ ( )

Important : Please give any other related information about the school Building, which in your opinion is important, and not covered above.

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Inspected : \_\_\_\_\_

Observed : \_\_\_\_\_

Signature of Headmaster/  
Principal with office seal

## Appendix - 5

DEPARTMENT OF MEASUREMENT EVALUATION  
SURVEY AND DATA PROCESSING  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SRI AUROBINDO MARG, NEW DELHI - 110016.  
\*\*\*\*\*

SUBJECT : Study of Secondary and Higher Secondary  
School Buildings in Four Selected States.

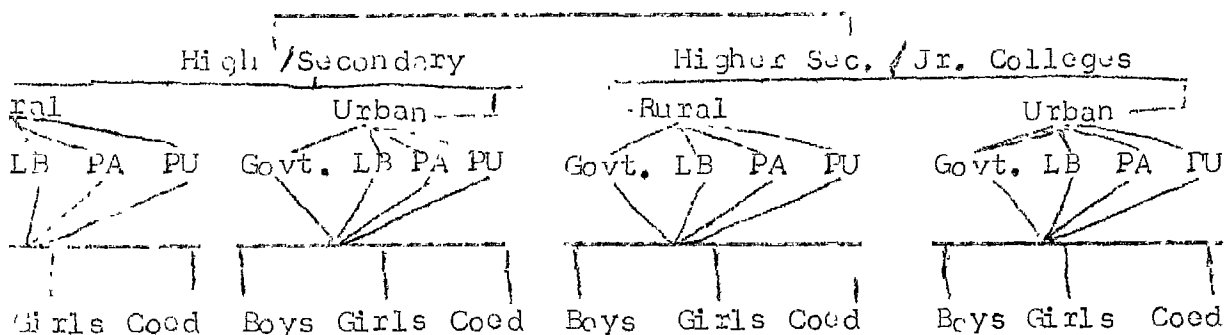
Guidelines for Tabulation of Data  
at State Level.

### General Information

Please ensure that prior to start of tabulation of data, all the questionnaires have been properly scrutinised and discrepancies removed. A special mention in this regard is about the unit of measurement of total area, covered area, area of play grounds etc., and length and breadth of available rooms in schools, which is required in square metres only, and not in any other unit. Also make sure that all the items have been responded by the schools.

2. At first it is suggested that forms may be arranged in two separate bunches, one of High Schools and other of Higher Secondary/Junior Colleges. The each of these bunches may be divided into two - Rural and Urban. The bunches of Rural and Urban then be regrouped as per Managements of schools and then as per type i.e., Boys, Girls and Co-educational Schools. This is elaborated in the following diagram:

Total Forms



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After arranging forms in above order, you will find that each bunch has a very small number of forms - may be 5 to 10 - only. Now your work of tabulation is easy.

3. In most of the tables, Government and local body schools, and Private Aided and Unaided Schools have been clubbed together and the tabulation is to be done accordingly.

4. Six sets of tables are being sent for your state. Two of these may be used at first stage for rough tabulations then two fair copies may be prepared, of which one may be sent to this office and one to be retained at your end. Two sets of tables are extra, to be used, if required.

#### Tabulation of Data

In most of the tables, simple tally marks are required. However, in few tables some calculations are to be done. At the left hand top corner of the tables, the specific item numbers have been provided, which is the source for preparing the tables. Please make use of this information.

#### Important

Most of the tables are simple and only tally marks are required. However, the total number of schools, i. e. the grand total should tally in all cases.

Tables 1, 2 & 3. Simple tally marking.

Table 4, : The total area of land with the school as in 2.1.1., may be divided by the total enrolment of school as in 1.12. By this simple calculation we can get the area available per child in a school,



Table-5: Taking total area of floor in a school and percentage of covered area on ground floor (2.1.2) may be calculated.

Table -6 to 19 : Simple tally marking.

Table -20: Number of sections in all classes (Col. 2 of item 4.1) will be added and also number of rooms available as per Col.3 will be added. If both the totals tally, the information will be tally marked in Col. 4 of the Table. If totals do not tally, then information will be entered in any of the Cols. 5 to 12, for example if in a school there are 17 sections and only 12 rooms are available, then one tally will be marked in Col. 9 for that school.

Table - 21: While preparing this table, the information of primary and middle classes should be ignored, as this is to be tabulated for secondary and higher secondary classes only. For example if a school has classes I to X and classes I to VII are primary/elementary, then information of classes VIII to X only will be considered. To be more clear, one example from a filled in questionnaire is reproduced here.

ITEM : 4.1  
COLS

I	2	3	4	5	6	7	8	9
I								
II								
III								
IV								
V								
VI								
VII								
VIII	2	2	40	6.3	5.8	38	6.3	5.8
IX	2	2	42	6.3	5.8	40	6.3	5.8
X	2	2	45	7.1	6.5	43	7.1	6.5

As above, VIII & IX Classes have 4 Sections and four rooms, and each room is of the size of 6.3 (L) X5.8(B)

meters. So area of these 4 rooms =  $(6.3 \times 5.0) \text{ Sq.meters} \times 4$   
 $= 36.54 \times 4 = 146.16 \text{ Sq.mtrs.}$

Also there are two sections in class X and two rooms are available, of size  $7.1 \times 6.5 \text{ mtrs.}$

So area of these two rooms =

$$= (7.1 \times 6.5) \text{ mtrs.} \times 2$$

$$= 46.15 \text{ Sq.mtrs.} \times 2$$

$$= 92.30$$

Accordingly, the total area of 6 rooms available for secondary classes in the school is

$$= 146.16 + 92.30 = 238.46 \text{ Sq.mtrs.}$$

and total number of students sitting in these rooms are

$$(40 + 38) + (42 + 40) + (45 + 43) = 78 + 82 + 88 = 248$$

If we divide the total area by the total number of students, we will get area per student in Sq. mtrs. As per example above :

$$\text{Area per student} = \frac{238.46}{248} = 0.96 \text{ Sq. mtrs. (approx).}$$

Therefore, for this school one tally will be put in Col. 6 of the table. Please proceed accordingly.

Table-22: For each school having No Laboratory, a tally will be marked in Col. 4. For a school, having either one, two or three laboratories (Please do not take into account Home Science Laboratory here) one tally will be marked in either Col. 5 or 8 or 13 respectively. For these laboratories, the ( / ) marks in Col. 5 of the questionnaire will be taken into account to fill information in Cols. 6, 9, 11, 14, 16 and 18 respectively of this table.

Further, for each laboratory, a rough calculation of its area i.e. LxB (Cols. 3 & 4 of item 4.2) will be done.

In case the area of laboratory is less than 67.62 Sq.mtrs., it will be ignored. When the area is equal or more than 67.62 Sq. mtrs. of a particular laboratory, one tally will be put in any of the 7/10/12/15/17/19 columns respectively.

Table : 23 to 30 : Simple tally marking.

Table-31 : Please mention the bottlenecks in Laboratories at the bottom and put tally marks accordingly in Cols. 9 to 23 of the Table.

Table : 32 to 38 : Simple tally marking.

Table-39 : For different type of schools, i.e. Boys, Girls and Coeducational, the non-applicable items have been omitted in the table. Its a simple tally marking table of the applicable items.

Table -40 : Simple tally marking.

Table -41 : In this table, the tabulation is to be done as per the different combinations of sources of drinking water. A simple tally marking case but there may be more than one source, hence more than one tally is possible in a school. Please ignore adequate/inadequate part of item 6.62 of the questionnaire.

Table : 42 : The total enrolment of the school is given in item 1.12 and the number of taps available are in item 6.6.3. This is a simple tally marking table, but two separate tables, one for High and other for Higher Secondary Schools will be prepared. Accordingly either B or A will be deleted.

Table 43 to 46 : Simple tally marking.

Table - 47 : In item 4.4 (page 12) of the questionnaire, total rooms are given. Taking this total as 100, percentage of affected rooms in item 8.2 a, b, & c will be calculated. For example if the total in 4.4 is 15 for one school, and in 8.2 a, b, and c; 03, 04 and 07 rooms are entered, it means that walls of 20% rooms, roofs of about 27% rooms and floor of about 47% rooms are affected by dampness. Accordingly for this school one tally each respectively will be put in cols. 5, 10 and 14 of this table.

Table - 48 : This table will be prepared by same procedure, as for 47.

Table - 48 to 50 : Simple tally marking.

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Appendix :

- 527.

DEPARTMENT OF MEASUREMENT EVALUATION  
SURVEY AND DATA PROCESSING

INTENSIVE STUDY OF SECONDARY AND HIGHER  
SECONDARY SCHOOL BUILDINGS

INSTRUCTIONS FOR FILLING IN THE QUESTIONNAIRE  
FOR INDEPTH STUDY

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SRI AUROBINDO MARG, NEW DELHI - 11 0016.

Instructions for filling in the Questionnaire

( INDEPTH STUDY)

1. The date of reference is 30th September, 1985: All information is to be given as on 30th September, 1985.
2. The filled in questionnaire is to be processed with the help of electronic Computer. It is, therefore, necessary to provide the information in exact and accurate manner.
3. The items provided in the questionnaire are generally of two types namely, (a) multiple choice type, (b) quantitative information type. The procedure for providing responses with respect to each of them is as under :

(a) Items of Multiple Choice Type : Possible response choices are provided against each of the items. Please choose the most appropriate choice applicable to your school and put a tick mark (✓) in the bracket provided against the same. In some questions like 1.5.3.2, 5.1.1., 5.2.1. and 6.1 (a), etc. more than one answer may be applicable to your school. In the items having answers : Yes/No, please strike which is not applicable out of the two.

(b) Items of Quantitative Information Type :

A number of squares are provided against such items to obtain information in numerical form. The information is to be provided only in Arabic Numerals i.e. 0,1,2,3,..... 9.

The numerical digits are to be entered starting from right hand side by entering one digit in one square. The remaining squares on the left hand side, if blank, are to be filled in with Zeros. For example in item 1.1.2 three blank squares have been provided to enter the number of trees in the school campus. If the school has 15 trees, it will be entered as 

0	1	5
---	---	---

 and in case classes are (can be) taught under 7 trees, it will be entered as 

0	7
---	---

 in 1.1.3.

4. Where necessary, give the information for majority of the building.

5. Item 2.2.1.

a) PERMANENT BUILDINGS :

Building having walls made with material of permanent nature e.g. bricks or stone and roofs with reinforced\* cement concrete (R.C.C.) or Reinforced\* brick work (R.B) or bricks laid on timber/steel joints or Brick arches etc. will be taken as permanent. Frame structure construction having R.C.C. columns and RCC roofs will also be included in this category. The life of such buildings is of more than 50 years.

\*Reinforced - steel (Iron) bars embedded in concrete or brick work during construction.

b) SEMI-PERMANENT BUILDINGS :

Buildings having walls made of permanent nature e.g. brick or stone or timber and roofs with A.C.C. (Asbestos Cement Corrugated) or C.G.I. (Corrugated Galvanised Iron Sheets ) commonly known as tin sheets, or mangalore tiles on steel or timber trusses will fall under this category. The life of such buildings is of more than 30 years.

c) TEMPORARY BUILDINGS :

Buildings having walls or roofs made with material other than mentioned above e.g. Mudwalls, Ekra walls etc. and thatched roof or roofs with country tiles (Khaprail) will be termed as temporary Buildings. Their life is about 10 to 15 years.

6. Item 2.2.2.1

(a) Spread Foundation :

A foundation providing a continuous longitudinal bearing, is spread foundation. This is traditional way of construction of foundation.

b) Raft Foundation :

- i) These are thick reinforced concrete slabs or beams covering the entire foundation area of the building. This technique is provided where the bearing power of soil is low.

OR

- ii) A foundation continuous in two directions covering an area equal to or greater than the base area of the building.

c) File foundation :

This foundation is of the form of long underground concrete pillars/columns used to transmit load through soft, unstable surface soil to harder or more stable soil below. This is more commonly used where black cotton soil is available.

7. Item 2.2.2.2.

FRAMED CONSTRUCTION R.C.C./STEEL/TIMBER: The system consists of Frame made with R.C.C. (Reinforced Cement Concrete) columns and R.C.C. beams & roofs. The infill panel walls, in brick or likewise other materials, are built after the completion of the frame. The load of roof is transferred to frame columns and the walls are left free. Similar is the system for steel/timber construction except that either the complete frame is made with steel/timber or only columns are made with steel/timber. Columns made with bricks and R.C.C. Beam over them will also fall under this category.

LOAD BEARING CONSTRUCTION : The walls made with brick or stone supporting the load of roof will be known as load bearing structure. This may or may not have beams/trusses to transfer the load of roof to the walls.

8. Item 2.2.4 a & b : R.C.C./ Reinforced Brick (RB):

Steel (Iron) Bars embedded in concrete or brick work during construction, either vertically and/or horizontally.

9. Item 2.3.2 (b)] ACC Sheets ; Asbestos Cement Corrugated Sheets  
and 2.3.3. (d)] C.G.I. Sheets : Corrugated Galvanized Iron  
sheets (thin iron/steel sheets are used for roofing.).



- 2 3 3 -

DEPARTMENT OF MEASUREMENT, EVALUATION,  
SURVEY AND DATA PROCESSING  
N.C.E.R.T.

School Identification Code

State   District   School

A STUDY OF SECONDARY AND  
HIGHER SECONDARY SCHOOL BUILDINGS  
(QUESTIONNAIRE FOR INDEPTH STUDY)

1.      GENERAL DETAILS :

1.1.      Outdoor teaching facilities :

1.1.1.      Does the School Campus have trees ?      Yes/No

1.1.2.      If yes in 1.1.1., please give their number      

--	--	--

  
(Do not include small plants).

1.1.3.      Please give number of trees under which      

--	--

  
classes are(can be) taught.

1.1.4      Does the school have lawns ?      Yes/No

1.1.5.      If yes in 1.1.4, please give total number      

--	--

  
of available lawns.

1.1.5.1.      Please give total area of all the lawns      

--	--	--	--

  
available (in Sq. mtrs.).

1.1.5.2.      Number of lawns where classes are (can be)      

--	--

  
taught.

1.1.5.3.      Please give total area of lawns where classes      

--	--	--

  
are (can be) taught ( in Sq. mtrs.).

1.1.6.      Does the school have fixed or portable      Yes/No  
black-boards for out-door teaching ?

1.1.7.      If yes in 1.1.6, please give number of      

--	--

  
such black-boards.

: 2 :

1.2 STADIUM :

1.2.1. Does the school have a Stadium ? Yes/No

1.2.2. If yes in 1.2.1., please give its;

(a) Area in Sq. mtrs.

--	--	--	--	--

(b) Seating capacity

--	--	--	--	--

1.2.3. If yes in 1.2.1, whether it can be used by others also ? Yes/No

1.2.4. If yes in 1.2.3, whether school charges any fees for its use from them ? Yes/No

1.3. SWIMMING POOL :

1.3.1. Does the school have a swimming pool ? Yes/No

1.3.2. If yes in 1.3.1, please mention the following:

1.3.2.1. Whether it is in usable condition ? Yes/No

1.3.2.2. Whether the water is replaced at regular intervals ? Yes/No

1.3.2.3. Whether the swimming pool is used by students and staff of the school only ? Yes/No

1.3.2.4. Whether separate timings are fixed for use of the swimming pool by girls and boys ? Yes/No

1.4. FARMING/ AGRICULTURE :

1.4.1. Does the school have space for farming ? Yes/No

1.4.2. If yes in 1.4.1, please give available area for the same (in sq. mtrs.).

--	--	--	--	--

1.5. DRINKING WATER FACILITY :

1.5.1. Does the school have drinking water facility within the campus? Yes/No

1.5.2 If no in 1.5.1, how daily needs of water are met? Please tick ( ☒ ) the applicable :

- 1 5 2.1
- a) water is brought from out side by the students. ( )
  - b) water is brought by casual labour hired for the purpose. ( )
  - c) water is brought by regular employees of the school. ( )
  - d) water is brought both by students and employees, as per need. ( )
  - e) students go out of the school to drink water. ( )

1.5.2.2 In case the water is brought from outside, is it stored in ( ☒ the applicable) :

- a) Muddy pots ( )
  - b) Buckets ( )
  - c) In both a & b ( )
  - d) Covered tin/iron tanks ( )
  - e) Covered cemented tanks ( )
  - f) In both d & e ( )
  - g) In more than two as above ( )
- a, b, d & e.

1.5.3 If yes in 1.5.1, please tick ( ☒ ) the source available within the campus :

- a) Well ( )
  - b) Hand pump ( )
  - c) Running water tap (s) ( )
  - d) More than one as above ( )
- a, b. & c

: 4 :

- 1.5.3.1 If well and / or hand pump is / are available in the School, who draws water from it / them ?
- |                     |           |
|---------------------|-----------|
| a) Students         | (       ) |
| b) Employees        | (       ) |
| c) Both a & b above | (       ) |
| d) Staff            | (       ) |
- 1.5.3.2 (A) After drawing the water from well/hand pump, is it stored in :
- |                    |           |
|--------------------|-----------|
| i) Muddy-pots      | (       ) |
| ii) Buckets        | (       ) |
| iii) Covered Tanks | (       ) |
- (B) Water is not stored and is drawn from well/hand pump whenever required. (       )
- 1.5.3.3 If running water taps are available in the school, please give the following information ( ☒ the applicable):
- |  |           |
|--|-----------|
| (a) Water is available in taps for full working hours of the school. | (       ) |
| (b) Water is available in taps for limited time.                     | (       ) |
- 1.5.3.4 If water is available for limited time in taps (as per 1.5.3.3 (b) above), is there a provision for storing of water for use during other hours? Yes/No
- 1.5.3.5 Are the number of taps available in the school adequate keeping in view the enrolment and staff of the school? Yes/No

## 2.0 DETAILS ABOUT THE BUILDING:

- 2.1 Does the school have a pukka building? of Yes/No
- 2.1.1 If no in 2.1, mention the mode of arrangement/teaching:
- |                             |           |
|-----------------------------|-----------|
| a) In partly pukka building | (       ) |
| b) In thatched huts         | (       ) |
| c) In Kachcha building      | (       ) |
| d) Tents                    | (       ) |
| e) In open space            | (       ) |

2.1.1.1 In case item 2.1.1 (a)/(b)/(c)/(d) is applicable to your school, please state :

- |    |  |        |
|----|--|--------|
| a) | Whether running water facility is available in the school? | Yes/No |
| b) | Whether electricity is available in the school?            | Yes/No |

2.2 If yes in 2.1, i.e., the school is running in a pukka building, please give the following information :

2.2.1 Whether the building is :

- |    |                |           |
|----|----------------|-----------|
| a) | Permanent      | (       ) |
| b) | Semi-permanent | (       ) |
| c) | Temporary      | (       ) |

2.2.2 In case the building is permanent or semi-permanent, please give the following information for majority of rooms :

2.2.2.1 Type of Foundation :

- |    |  |           |
|----|--|-----------|
| a) | Spread Foundation i.e. isolated/combined | (       ) |
| b) | Raft Foundation                          | (       ) |
| c) | Pile Foundation                          | (       ) |
| d) | Any other type (specify ) _____          | (       ) |
| e) | No idea                                  | (       ) |

2.2.2.2 Type of Super Structure :

- |    |   |           |
|----|---|-----------|
| a) | R.C.C. framed construction                              | (       ) |
| b) | Load Bearing construction<br>(i.e. Brick/stone masonry) | (       ) |

2.2.2.3 If the super structure is load bearing construction (2.2.2.2,b) , mention the type of Brick/stone masonry work (for majority of rooms', ✓ at the appropriate place(s) :

Details	Type of Masonary Work			
	Brick		Stone	
	Inside	outside	Inside	outside
With Pointing				
With Plaster				
Without Pointing and Plaster				

2.2.4 Type of Roof slab

- a) R.C.C. (
- b) Reinforced Brick (
- c) Stone (
- d) Wooden (

2.3 Temporary Building :

2.3.1 In case the building is Temporary

Please give the following information  
its  
about/major part :

2.3.2 Type of walls :

- a) Wooden Planks (
- b) CGI/ACC Sheets (
- c) Brick/Stone (
- d) Any other (Please specify ) \_\_\_\_\_ (

2.3.3 Type of Roofs :

- a) Clay/Manglore Tiles (
- b) Tin Sheets (
- c) Wooden (
- d) CGI/ACC Sheets (
- e) Any other (Please specify) \_\_\_\_\_ (

2.3.4 Type of floors :

- a) Kachcha ( )  
 b) Wooden ( )  
 c) Bricks ( )  
 d) Any other (Please specify) \_\_\_\_\_ ( )

3.0 Direction of Rooms :

3.1 Please give the percentage of instructional rooms facing :

- a) North/South 

--	--

 %  
 b) East/West 

--	--

 %

4.0 Toilets in School

4.1 Please give the number of all toilets available in the school :

	Male	Female				
a) W. C.	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		
b) Urinal	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		
c) Wash Basin	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>		

4.2 Is running water facility available in W.C. and Urinals ? Yes/No

4.3 Keeping in view the number of toilets available (as in 4.1), do you think that the facility is adequate in relation to the enrolment and staff members in the school ? Yes/No

4.4 If no in 4.3, does the school have extra land for constructing more toilets? Yes/No

5.0 Floors, doors and windows in Rooms :

5.1 Are there any major defects in the floors of the rooms in the building? (for majority of rooms) Yes/No

: B :

5.1.1 If yes in 5.1, please give details about such defects :

- |                                     |        |
|-------------------------------------|--------|
| a) Chipped off                      | Yes/No |
| b) Has sunk                         | Yes/No |
| c) Cracks in floors                 | Yes/No |
| d) Any other (Please specify) _____ | Yes/No |

5.2 Are there any major defects in the doors and windows in majority of rooms in the building ? Yes/No

5.2.1 If yes in 5.2 please ( ✓ ) the nature of defects :

	<u>Doors</u>	<u>Windows</u>
a) Warpping	( )	( )
b) Shutters broken	( )	( )
c) Shutters have shrunk	( )	( )
d) Shutters have sagged	( )	( )
e) Inadequate Fittings	( )	( )
f) Fittings missing	( )	( )
g) Any other (Please specify) _____	( )	( )

6.0 Indoor/Outdoor Games facility in school :

6.1 If the school <sup>has</sup> play ground, please state whether it has ( ✓ the applicable):

a) Separate playground :

- |                                     |     |
|-------------------------------------|-----|
| i) For Hockey                       | ( ) |
| ii) For Football                    | ( ) |
| iii) For Hockey & Football combined | ( ) |
| iv) For Cricket                     | ( ) |
| v) For Volleyball                   | ( ) |
| vi) For Tennis                      | ( ) |
| vii) For Basketball                 | ( ) |
| viii) For Badminton                 | ( ) |
| ix) For Kabaddi                     | ( ) |



30/11 -

b) combined playground for two, three or more games mentioned above ( )

c) separate 'Track' space for sports ( )

Does the School have space for the following indoor games (please tick the applicable):

a) Table Tennis ( )

b) Chess ( )

c) Carrom ( )

d) Any other (please specify) \_\_\_\_\_ ( )

#### Hostel Facility :

Does the school have Hostel facility? Yes/No ;

If yes in 7.1, please mention whether it is .

a) Owned and exclusively for the school ( )

b) Owned and shared with some other institution ( )

c) Not owned but exclusively for the school ( )

d) Not owned and shared with other institution ( )

Whether the Hostel facility is available for :

a) boys only ( )

b) girls only ( )

c) both boys and girls ( )

Please mention the total intake capacity in the hostel(s):

Boys			
Girls			

Please mention the number of

students residing in the hostel(s):

Boys			
Girls			

1 Keeping in view the enrolment, do you think that the available facility is adequate for :

Boys Yes/No

Girls Yes/No

: 40 :

- 7.4.2 If no in 7.4.1, whether land is available with the school for additional construction? Yes/No
- 7.4.3 If no in 7.4.2, whether additional rooms can be constructed on upper storey? Yes/No
- 7.5.1 Whether most of the rooms get proper natural light? Yes/No
- 7.5.2 Whether there is provision of proper ventilation in the rooms ? Yes/No
- 7.5.3 Are the rooms in the hostel (s) provided with electrical fittings? Yes/No
- 7.5.4 If yes in 7.5.3 whether fans are provided in all the rooms? Yes/No
- 7.5.5 Whether the Hostel(s) has/have adequate number of :
- |           | <u>Boys</u> | <u>Girls</u> |
|-----------|-------------|--------------|
| Toilets   | Yes/No      | Yes/No       |
| Bathrooms | Yes/No      | Yes/No       |
- 7.5.6 Whether the toilets have flush laterines? Yes/No
- 7.5.7 Whether these toilets and bathrooms are in the Hostel building? Yes/No
- 7.5.8 If no in 7.5.7, at what distance the facility is available (in mtrs.) 

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- 7.5.9 Is the Hostel(s) provided with running water facility ? Yes/No
- 7.5.10 Whether the hostel building is lockable ? Yes/No
- 7.6 Does the Warden(s) resides in the hostel compound? Yes/No
- 7.7 If yes in 7.6, whether there is separate residence available for the Hostel Warden(s)? Yes/No

- 7.8 Whether there is a separate dining room  
in the hostel(s). Yes/No
- 7.9 Whether there is a separate common/  
recreation room in the hostel(s)? Yes/No
- 7.10 Is there a provision for Watchman/Chowkidar  
exclusively for the Hostel? Yes/No
- 7.10.1 If yes in 7.10; whether for :  
Day and Night ( )  
Night only ( )
- 7.10.2 Whether the Watchman/Chowkidar has been  
provided residence in the Hostel compound? Yes/No

IMPORTANT

Please give any other related information about the  
School Building, which in your opinion is important, and not  
covered above.

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Date : \_\_\_\_\_

Signature of Head of the  
Institution with Office  
Seal